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ABSTRACT

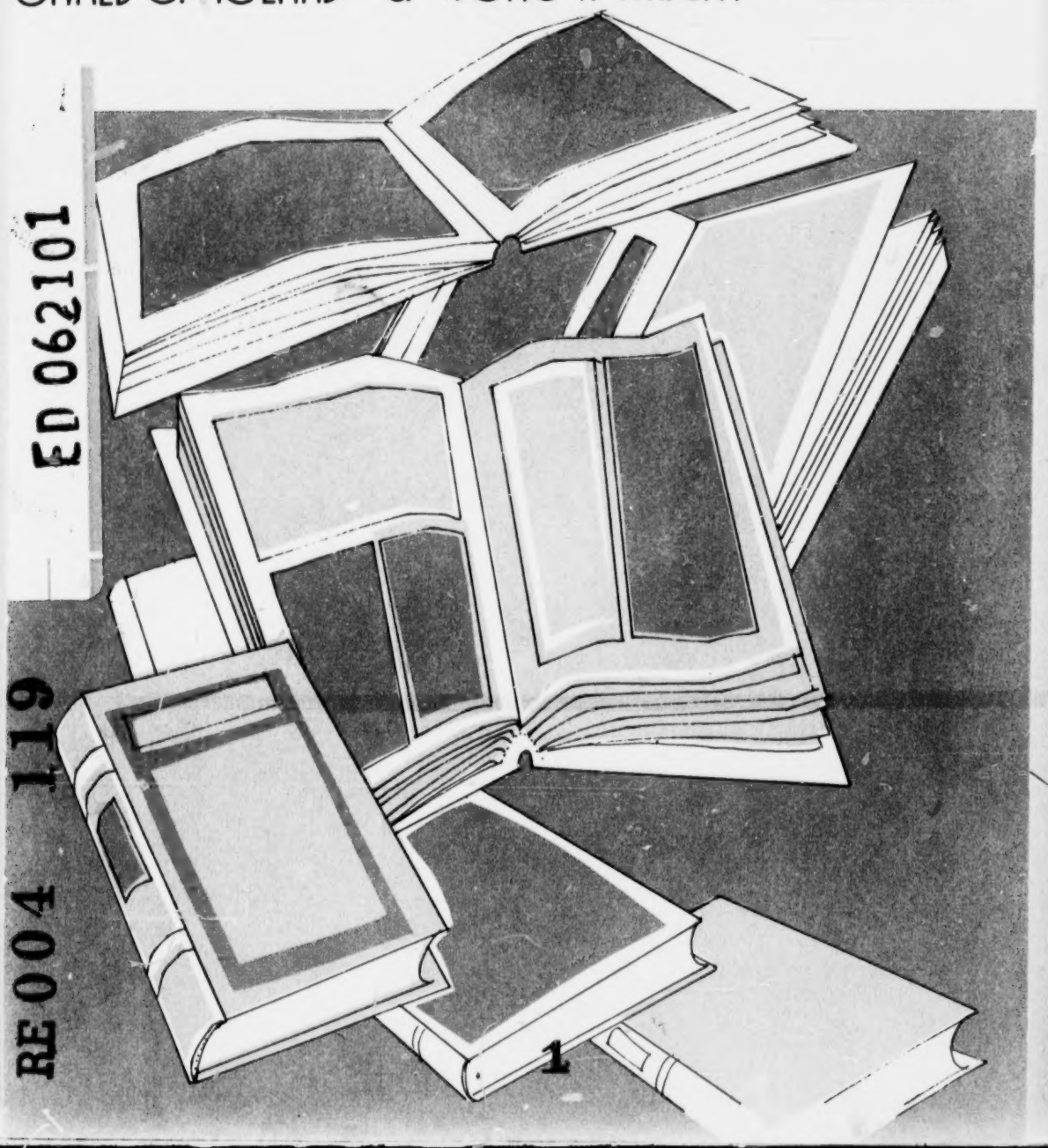
Thirteen papers from the 1971 Auburn University Reading Conference reported on various aspects of individualized reading, including informal diagnosis of reading skills, the role of oral and silent reading, classroom organization, media and materials for teaching reading, affective behavior related to reading, simulation games and their uses in teaching reading, the comprehension of written materials, evaluation and record keeping, adapting materials for skill development, and teaching/learning situations conducive to learning. The papers are introduced and concluded with comments from the editors. An appendix contains a sample informal reading skills inventory. Most of the papers include bibliographies. (AL)

"COMMENTS ON INDIVIDUALIZED READING"

PROCEEDINGS OF THE 1971 READING CONFERENCE

AUBURN UNIVERSITY
DEPT. OF ELEMENTARY EDUCATION

ONALD G. NOLAND & JONE P. WRIGHT - EDITORS



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COMMENTS ON INDIVIDUALIZED READING

AUBURN UNIVERSITY
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CONTENTS

Introduction 4
Truman M. Pierce, Dean
School of Education
Auburn University

Editorial Comment 5
Ronald G. Noland and
Jone P. Wright, Editors
Auburn University

Individualizing the Reading Process: A Point of View . . 6
Wayne Otto
Professor of Education
University of Wisconsin

Assessing Strengths and Weaknesses Through Informal Diagnosis 13
Elizabeth G. Allen
Auburn University

The Role of Oral and Silent Reading 16
Marion Nissen
Livingston State University, Alabama

Organizing the Innovative Environment for Individualized Reading 18
Sybil Lewis Robison
Auburn University

Uses of Multi-Media in Individualized Reading . . . 20
Zelle Askew and
Annette Goodroe
Muscogee County Diagnostic Center
Columbus, Georgia

The Emotional Involvement Necessary for the Development of the Imagineering Student 38
Mary Justice
Auburn University

Individualized Reading and The Individual Conference . 42
Sue Moore
Bay County Schools
Panama City, Florida

Simulation=Stimulation for Communication 45
Juanita Wilmoth
Auburn University

Alternatives to Workbooks for Skill Development . . . 51
Juanie L. Noland
Auburn University

The Comprehension Spiral 54
Bobbie Byrne and
Janet Warren
Auburn University

Why Individualize 59
Patricia Brown
Bay County Schools
Panama City, Florida

Evaluation and Record Keeping 60
Shirley Reid, Auburn University
Sandra Craig, Auburn City Schools

The Person in the Reading Program 64
Wayne Otto
University of Wisconsin

In Conclusion 72
Ronald G. Noland and
Jone P. Wright
Auburn University

INTRODUCTION

Truman M. Pierce, Dean
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There are many reasons why reading holds a very prominent place in our schools today. Perhaps among the most important reasons are the emphasis on "quality" education and a suitable education for each individual. The fact that the public is demanding a higher quality of education for all children and youth further emphasizes the importance of developing better reading programs than those which are found in most of our schools. The achievement of present goals for schools requires that each child learn to read to the best of his potential.

Perhaps the noblest freedom teachers of reading can give to their students is the freedom to think for themselves, to raise questions, to seek their own answers to their questions, to act and to react, based on the acquisition and understanding of pertinent information. The collection of articles reported in this document provides a comprehensive overview of the individualized approach to reading and attempts to assist professional educators in their task of helping every child attain his full reading potential. This monograph should be beneficial to teachers who want to evaluate and improve their efforts to teach reading or to prepare children to learn to read.

TMP

EDITORIAL COMMENT

Ronald G. Noland and
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Few will disagree that public school reading instruction has been the target of considerable criticisms and controversy. After several decades in which new approaches to the teaching of reading have emerged, been pursued, been discarded, modified, or embraced, it has become historically and empirically apparent that no single approach is sufficient. The evolution of reading instruction indicates that progress toward individualization of instruction has been facilitated as new ideas have developed, for research now indicates that the diversity among individuals demands an eclectic approach. The fact of individual differences, and the obvious need for planning learning goals and activities accordingly, is hardly a novel revelation; yet too frequently children are viewed by those who make decisions affecting instructional practices as "second graders," "sixth graders," an unfortunate synthesis of individuals which too often contributes in children's failure to achieve their potential as readers or persons.

Individualized reading instruction acknowledges both similarities and differences in reading skill needs of children. No single method, material or approach is viewed as capable of producing maximum reading skill growth for all children; thus, individualized reading instruction permits methodological diversity. Children's feelings, interests, motivational level, experiential background, and speech mode are included in the instructional planning.

The articles which follow are an attempt to acquaint teachers, administrators, and curriculum specialists with various aspects of individualized reading. Concerned teachers are unrelenting in their quest to improve their instruction and it is hoped that this selection of articles will assist in this pursuit.

Appreciation is expressed to each of the following who made this publication possible; the Auburn Center for Assistance in Desegregation and Dr. John Martin for their financial and administrative support; Dean Truman Pierce and Dr. Boyd Scebra for their assistance; the Department of Elementary Education for their support; the contributing authors for their informative manuscripts. Finally, the editors wish to thank the students and faculty who helped insure the success of the 1971 Reading Conference.

RGN & JPW

INDIVIDUALIZING THE READING PROCESS: A POINT OF VIEW

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I firmly believe that if reading is to be taught efficiently, then instruction must be individualized. That is, the instruction should be focused so skillfully that full advantage is taken of each pupil's strengths and maximum effort is expended in helping each pupil to overcome his weaknesses in reading. But I believe, too, that while individualized instruction is going on we must take care not to lose sight of the idiosyncratic needs and aspirations of each person we deal with. We must not become so zealous in dealing with the unique needs of individuals that we forget about their common human status or, equally important, as Rogers puts it " ... their natural potentiality to learn."

We have, I think, come a long way in reading education toward the goal of individualized instruction. No longer is "individualization" just another high sounding but empty bit of jargon. We can point to individualized programs that work and, more important, we can point to techniques and procedures that will help insure that individualized teaching is not something that can be realized only by a few gifted teachers under near-ideal conditions. Progress has been made and the prognosis for more to come is good.

I am, however, troubled by the fact that we, as professional educators, seem to be having great difficulty in deciding--or at least in agreeing--exactly what is involved by way of both symptoms and causes in reading disorders. Consider, for example, the following passage from the report of the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders (1969):

> "... differences of opinion concerning the symptomatology and etiology of reading disorders have led to a multiplicity of systems of classification of reading disorders, many of which present a logically inconsistent and confusing combination of symptomatic and etiologic criteria. Classifications offered for reading disorders appear to fall into four categories: functional, etiologic, theoretical, and nosological. Functional classifications seek to group reading disorders by overt symptoms of reading behavior. Etiologic classifications emphasize the presumed causes of reading disorders. Theoretical classifications are those based on hypothesized models of psychological functioning. Nosological classifications assume that some reading disorders are analogous to disease entities with a particular syndrome of symptoms and etiology." (p. 35)

The Committee concluded with a statement of their belief that the confusion would persist until the following basic questions are answered:

> "1. How shall reading disorders be defined?
> 2. What constitutes adequate procedures for description and measurement of the various aspects of reading disorders?
> 3. How do family history, neurological or visual dysfunction, laterality, emotionality, etc., specifically relate to the various symptoms of reading disorders?
> 4. What relationship, if any, do the various symptomatic and etiologic factors have to the efficacy of procedures of instruction and remediation?" (p. 38)

I fully agree that answers to the questions posed by the Committee would be extremely useful, but I am very much afraid that they will not be forthcoming in the near future mainly because we are not likely to reach agreement on an answer to the first question: How shall reading disorders be defined? I believe this is to be so not only because we have many vested interest groups who continue to define reading disorders in all sorts of unique ways for fun profit, but also

because serious workers in the field haven't been able even to define reading, let alone reading disorders, in a consensual way. Without some sort of consensus, we are likely to dissipate our future efforts by continuing to pursue the esoterica--crossed laterality, creeping patterns, eyeball gymnastics, brain surgery; to reject endlessly with dreary study after dreary study the hypotheses of charlatans; and to support--with testimonials, banquets and conferences, but seldom with data--the pronouncements of our popular folk heroes.

Now, I certainly am not so naive as to suggest that I have the answer to the number one question. In fact, I'm not quite sure that an answer should even be attempted, given the present primitive state of our knowledge about things like the human brain, the cognitive styles of human beings, the details of the reading process, and so on. But, being a pragmatist, I do think that some basis for proceeding is required. I think, too, that how we conceptualize reading disorders is of great importance when we consider individualizing the reading process, because what we decide will exert great influence upon what we do in the classroom. For this reason, I should like to offer my point of view regarding reading "disorders."

My point of view is really very simple: I believe that the main cause of reading disability is lack of adequate skill development in reading. I believe that relatively few cases of reading disability are caused by neurological impairment, extreme emotional problems, or other rather exotic physical-emotional hangups. I believe, too, that as educators the one thing we can reliably do something about is skill development. We can do our best to offer adequate instruction to all pupils, and we can do it best if we frankly admit that our bag is skill development.

Samuels (1970) was talking about the same thing in a recent article in The Reading Teacher. He said that given adequate instruction and a teachable child, reading disability exists if achievement is below that particular child's capacity. And he went on to say that " ... the assumption of adequate instruction is probably false in numerous instances because at the present time a complete analysis of the skills which must be mastered in learning to read has not been made." (p. 267) The point is, of course, that we have little basis for assuming adequate instruction in any case because we have only the foggiest of notions as to what constitutes adequate instruction in reading. Until we can assume adequate instruction we are ill advised to get very serious about seeking other explanations for reading disability.

What I should like to do, then, is to consider with you some of the problems that stand in the way of adequate instruction in reading. I shall not pretend to resolve the problems, for most of them are sufficiently complex to demand the extended attention of many workers in the field. My main purpose is to show that in view of the unresolved problems, we have little reason to look beyond educational factors in seeking the causes for reading disability. Of course I also want to offer some support for my point of view by showing that we do indeed have a continuing need to focus on skill development if we hope to insure success in reading through the individualization of instruction.

I have become convinced that the primary function of teaching is to help learners focus on what they need to know. To serve this function, a teacher needs a way to organize instruction. We have devised, and described in detail elsewhere (Otto, McMenemy and Smith, in press), a framework that deals with the matter of organizing instruction. We feel that at the present time it can serve a useful purpose in some of our work (Otto and Askov, 1970); but it serves also to underscore a number of problems we must face.

The framework includes the following: identification of essential content (essential skills, in reading), statement of objectives, assessment, identification of appropriate teaching/learning activities, and evaluation. The objective is to focus on what we want children to learn, how we can tell whether they have learned it, how to get on with the teaching, and whether the outcome is what we wanted. The credibility of assuming adequate instruction in reading is, in my opinion, largely dependent on the success with which we can provide workable components of the framework. Let's consider the framework.

Essential Content. In reading instruction, essential content means essential skills. The problem here, of course, has already been pointed out by Samuels (1970). I do not think that anyone would quarrel with his observation that a complete analysis of the skills which must be mastered in learning to read has not been made.

Samuels also has this to say about the scope of the skills analysis problem:

> "Without a complete analysis of each of the subskills and concepts which must be mastered in the process of learning to read, it is difficult to understand how any instruction can be considered adequate. In the absence of a complete analysis of skills necessary for reading, there is danger that the teacher may omit teaching important skills because she does not realize they are essential; or falsely assuming that certain skills have already been mastered, she may not teach them; or she may teach non-essential skills believing they are important." (p. 267)

Samuels suggests that a Gagné-type task analysis of skills which must be taught and information regarding the sequencing of these skills is required if reading instruction is to be improved.

Venezky and Chapman (1970) have also pointed out some of the problems in identifying the important subskills in reading. Part of their concern is reflected in the following:

> " ... if skill A is logically defined as important for reading, but its zero-order correlation with reading success is low, or if its first-order correlation with intelligence or some other factor partialed out is low, the skill probably is not important for reading (assuming that the test for the skill is valid and produces a respectable distribution of scores). If, however, the skill is logically important and correlates significantly with reading success when other factors are partialed out, then it is a choice candidate for training. ... But although both of these conditions--a logical connection with the reading success--are necessary for selecting a skill, they do not guarantee that the skill is basic to reading. There may exist an underlying skill, untapped in the tests, which controls this (and other untapped) skills. In general, this possibility will exist until it can be shown that training certain independent skills leads to an improvement in reading ability." (p. 19)

To tackle these and related problems, Venezky and Chapman have proposed a research and development program that focuses on critical visual and auditory, or letter and sound, skills at the kindergarten level. The aim is to identify and correct deficits in pre-reading skills. The obvious point in the present context is that up to the present time there have been very few systematic attempts to pin down critical skills.

While I believe that the approach taken by Venezky and Chapman is eminently sensible, I have been involved in a project where the approach has been somewhat different. (But I hasten to add that I think that it, too, is reasonably sensible.) In our project, we have elected to start with an array of reading skills that have the consensual support of reading teachers and specialists (Otto & Askov, 1970a; Otto & Askov, 1970b). The aim is to provide teachers with the necessary components to implement a skill-centered, skill-mastery approach to reading instruction. Essentially, we are attempting to test the hypothesis that a successful skill development focus in reading instruction will result in improved overall reading achievement. Because we are dealing systematically with carefully defined skills we expect also to learn a great deal about the relative importance of specific skills, about significant gaps in our list of skills, and about proper sequencing of skill development. We expect to be able to improve the system because we know what the system amounts to in terms of specific skills and skill development. In general, this has not been the case in the past.

Other work is, of course, also being done. The point is, however, that at this moment in time the bulk of the work remains to be done. An assumption of adequate instruction gets little support in terms of the credibility of the essential skills component of our framework.

Statement of Objectives. The statement of objectives is, of course, inextricably tied to the identification of skills. The former proceeds from the latter. But if we could assume for the moment that all of the critical skills had been identified, the problem of stating adequate objectives would still remain.

In a basic skill area like reading, objectives should, in my opinion, be stated in behavioral terms, and specify mastery levels for performance. But at this moment

in time we have only begun to scratch the surface with regard to the statement of objectives for mastery learning. A comment by McNeil (1969) hints at the complexity of the task: "Borrowing the most promising ideas from many such as Carrol, Skinner, and Glaser, Bloom demonstrated a model which clearly indicates that [if] students are normally distributed with respect to aptitude and [if] the kind and quality of instruction and the amount of time available for learning are made appropriate to the characteristics and needs of each student, the majority of students can be expected to achieve mastery of the subjects." (p. 307) Mind you now, what Bloom demonstrated was a model that suggests that mastery learning is possible; he did not trouble himself--nor has hardly anyone else to any significant extent--with the mind boggling realities of making the kind and quality of instruction that is appropriate to each student available at the proper pace. But until we do get a fairly tight line on just those kinds of things, the assumption of adequate instruction will remain the siren song that it always has been.

Assessment. Baker (1969) has made some points regarding the need for criterion referenced tests and problems attendant to their development that are relevant to the assessment component of our framework:

> "A behavioral objective and a criterion referenced test constitute the beginning and end of an instructional segment.... The emphasis on mastery and the reflection of student performance against an absolute criterion make many of the conventional psychometric procedures inappropriate. ... Because current tests seek to measure individual differences among pupils taking the test, the tests concentrate on items which differentiate the children. Very difficult and very easy items are eliminated because they do not afford sufficient discrimination. Conventional norm reference tests are designed to maximize the variability among those tested; criterion referenced tests are designed to minimize inter-subject variance and to focus on the specified learned behaviors of the students tested. Associated problems related to item construction, the reliability and validity concepts and interpretation of data from criterion referenced tests, need considerable attention from psychometric specialists." (pp. 351-352)

The point to be stressed here is that criterion referenced tests assume critical importance in a framework built on behavioral objectives. But, as Baker points out, many problems of construction and interpretation remain to be worked out by psychometric specialists. Meanwhile, though, the idea of criterion referenced testing is one that is receiving a good deal of deserved attention.

Identification of appropriate teaching/learning activities. So we move at last to the instruction component of our framework. This is where any remaining true believers in the doctrine of adequate instruction are put to their severest test. If the identification of essential skills is mostly an act of faith, if stating behavioral objectives is a foray into Fantasyland, if criterion referenced tests are a promise of things to come, then the identification of appropriate teaching/learning activities is the essence of all those things. We have virtually no definitive knowledge regarding the matching of students and instruction. Research has provided little concrete information regarding the teacher's all important task of putting diagnosis and instruction together to reach objectives.

Now I must admit that I truly believe that good teaching will always involve a certain amount of art as well as science or technology. But to claim too much reliance on the "art" part is, I think, a cop out. If we propose to improve teaching, then we need to continue to discover what it is and how we can employ technology to improve it.

Recently I was introduced to a medical term--iatrogenic--that was new to me. Iatrogenic disease is disease produced by the doctor. What bothers me is the possibility of iatrogenic reading disability--reading disability produced by the teacher. Regarding iatrogenic disease, this is the advice given to a group of medical doctors, "Gentlemen, in the practice of medicine, for God's sake at least do as little harm as possible." (Means, 1963, p. 20) Perhaps we, as educators, need to seek the technology that will insure that we do as little harm as possible in our teaching.

But let's get a bit more specific. The literature is filled with questions to be answered and problems to be solved before we can get on with efficient instruction or, at least, doing as little harm as possible. I shall give a few rather arbitrarily, but not casually, chosen examples.

Fredrick and Klausmeier (1970) examined the matter of cognitive styles in both learners and teachers. They suggested that the research base is beginning to be sufficiently sound to permit translation into practice, but their main conclusion was this:

> "Possibly one goal to attain, in the absence of firm knowledge about cognitive styles and related instructional practices, should be to help the student acquire and use alternatives, rather than only one method or approach. The student may then learn when a global approach is desirable and when an analytic one is necessary, in what situations gaps can be tolerated, when to be flexible, when to diverge, when to converge, and the like. These are all dimensions of cognitive style that hold considerable promise for research, development, and practice." (p. 672)

So the promise is there, but the difficult-to-come-by specifics of making straightforward use of learning styles in teaching remain to be discovered.

Samuels (1970) surveys the research results available regarding the effects of pictures on learning to read. His conclusion was inconclusive:

> "Should pictures be used as adjuncts to printed text? The answer depends on the objectives. If the objective is to promote acquisition of sight vocabulary, the answer would seem to be "no." If the objective is to facilitate comprehension, the answer is less definite: Although the research, in general, does not show that pictures aid comprehension, neither does it show that it hinders comprehension. Much research still needs to be done on the effect of pictures on attitudes." (p. 405)

Samuels went on to speculate about a possible dilemma. What if pictures do help to build favorable attitudes toward reading? Then would we exclude pictures to facilitate learning to read, or include pictures to facilitate learning to like it?

In any event, the lack of definitive information regarding a thing so mundane as the role and function of pictures in reading materials is indicative of the state of the art. We have not made up our minds about such basic matters as whether regularity or variability in grapheme-tophoneme correspondences ought to be stressed in beginning reading materials; or indeed, whether decoding or meaning should be given primary stress. Small cause to look beyond educational factors for the causes of reading disability.

Nor is Durkin's (1970) recent review of the research regarding the time to begin reading instruction very encouraging. These are her main conclusions:

> " ... if readiness is dependent both on the child's abilities and, as Ausbel has phrased it, on 'the demands of the learning task,' then future research efforts ought to go in the direction of (a) assessing more successfully than has been done up to now the relevant abilities of each child; (b) identifying the possible methodologies for reading as well as the learning demands of each; and (c) helping teachers match children in terms of their abilities, with methodology in terms of what it requires of the learner. It must also be emphasized that, once these basic tasks have been done, it is only longitudinal studies that will be able to pass judgment on their success." (pp. 55-56)

The task, as Durkin put it, is staggering. But her point is well taken. If we are indeed concerned about adequate instruction, then we ought indeed to be concerned about gathering the information that will permit us to match pupils and methods much more efficiently than we do now.

Glaser (1967) had an aspect of the same problem in mind when he pointed out that psychologists may have been paying too much attention to the general laws of learning and not enough to individual differences. As Bracht has suggested Cronbach (1957) had it all together when, in his APA presidential address, he " ... encouraged psychologists in the experimental and correlational disciplines to combine their interests and methods to observe experimental effects for subjects of different characteristics and to conduct investigations to find aptitude-treatment interactions (ATIs)." (Bracht, 1970, p. 627) The goal of ATI research, as Bracht puts it, " ... is to find significant disordinal interactions between alternative treatments, i.e., to develop alternative instructional programs so

that optimal educational pay-off is obtained when students are assigned alternative programs." When we reach that goal--which I sincerely hope is not a pot of gold at the end of the rainbow--we will be on firm ground when we seek other than educational factors as prime causes for reading disability. And we will, of course, also be in a position to individualize instruction as it's never been individualized before!

Zedler (1970), too, was speaking to the point when she discussed the matter of better teacher training as a solution to children's reading problems. She pointed out, among other things, the paradox inherent in training teachers in a remedial capacity to serve pupils who have failed to learn when the same teachers might preferably have been trained to prevent such failures in the first place. Elimination of the paradox, she feels, will require that teacher training institutions do a better job of producing teachers with the competence required to recognize and meet individual differences. Her point is well taken, as is her additional point that the emphasis in teacher training ought to move from "how to teach children to read" to the more fundamental "how children learn to read." (p. 108)

I could, of course continue this recitation of questions to be answered and of problems to be solved. But the point may already be overmade: the identification of appropriate teaching/learning activities continues to present us with some problems. Lest I be accused of being overly pessimistic, I hasten to add that I believe the problems have been tackled by good people and that progress is being made. Nevertheless, until the problems are solved we do not need to look beyond educational factors for the prime causes of reading disability.

Evaluation. Finally we come to the evaluation component of our framework. Evaluation is important because it permits us to examine the end product, the pay-off for our efforts. It is particularly important in the present context because to a large extent what we want in terms of pay-off dictates what goes into each of the related components. Define reading as "a reconstitution of sound forms" (Elkonin, 1963) and you have rather different expectations regarding factors contributing to reading disability than if you define reading as a thoughtful process that involves thinking, evaluating, judging, imagining, reasoning and problem solving. (The latter definition is from the 48th Yearbook of the National Society for the Study of Education.) Or, define reading as a political activity, as Postman (1970) has, and you have expectations that have not even been contemplated in the present paper. Consider Postman's charge to reading teachers:

> "I want to close on this thought: teachers of reading represent an important political pressure group. They may not agree with me that they are a sinister political group. But I should think they would want to ask at least a few questions before turning to the techniques of teaching reading. These questions would be: What is reading good for? What is it better or worse than? What are my motives in promoting it? And the ultimate political question of all. 'Whose side am I on?'" (p. 252)

So if we go with Postman we have not only educational factors to consider but political and ideological factors as well.

Downing (1969/1970, p. 9) put it this way: "Often teachers and reading experts speak and write about 'reading' without defining or discussing what they mean by it, and seem to assume that everybody else shares their own concept as to what 'reading' is. It is hardly surprising, therefore, that some of the controversies and debates in this field take place on a rather primitive egocentric level." Hardly surprising, indeed, that in the field of reading so many of our tempests are confined to teapots. Hardly surprising that the educational factors involved in reading disability continue to elude us, despite the right to read moonshot of the seventies.

A final word. As I suggested at the outset, arriving at an acceptable definition of "reading" will probably continue to be a big problem. But my point of view is that as teachers we ought to define reading operationally, as a composite of skills and objectives. If reading is the game, then skills and objectives is its name! Once we have agreed on this point, we can do our thing as teachers. We can see to it that each child comes as close to receiving adequate instruction as present knowledge will permit. That, in my opinion, is what individualizing the reading process is all about.

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ASSESSING STRENGTHS AND WEAKNESSES THROUGH INFORMAL DIAGNOSIS

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Each year the teacher of reading meets a new group of children about whom she knows very little. She is expected to teach these children various skills in order that they may progress toward the goal which society has set for them, that of becoming mature, independent readers.

How is she to do this? What skills must she teach, and to which children must she teach them? Too often these questions have not even been asked; or, if they were, the answers were assumed to be the same, or at least very similar, for all children in the same grade or level. Or perhaps the answers were thought to be provided when the children were divided into three or four groups (on the basis of standardized test scores or teacher judgment) and were then carried page by page through a basal reader and/or a series of workbooks.

However, teachers are becoming more and more aware that such "shotgun" techniques do not meet the reading needs of all the children. Perhaps, indeed, meeting the needs of all children is an ideal which can never be achieved; but with the increased awareness of the inadequacy of such techniques comes an increasing demand for ways in which we can move toward this ideal. We see responses to this demand in such programs as, for example, the Wisconsin Design for Reading Skill Development, as well as in the multitude of materials which are being developed by teachers and by publishing companies.

Programs and materials are, however, only part of the answer to the questions concerning what skills should be taught and to whom they should be taught. The rest of the answer depends on an assessment by the teacher of each child's level of reading development; a determination of just what the current situation is in relation to his reading performance; a diagnosis, if you would, of his strong points and his weak points. This assessment or diagnosis cannot be provided by a standardized test which yields a grade level score. It will rather depend on the skill of the teacher as she utilizes a variety of informal techniques designed to isolate and evaluate a child's level of proficiency in the use of specific skills as he engages in the behavior we call reading. This assessment of a child's reading performance is used as a basis for planning a course of action, a program of teaching which is tailored to each child's specific needs. It provides the complete answer of what to teach, and to whom.

"How am I going to find the time to do this diagnosis?" This question is inevitably asked by college students and experienced teachers alike. Perhaps the best answer is another question. If an assessment of the child's level of performance is not made, what will be taught? Or more appropriately, what will the child learn? Most teachers would agree that it is pointless to cover material over which the child already has mastery, and positively harmful to introduce material he is not yet capable of learning. The only basis for teaching that makes sense is to determine what he presently knows and what he needs to learn next. When this basic premise is accepted, then the time needed for diagnosis is surely seen as justified--rather, mandated--and as essentially an integral phase of the instructional program itself.

Diagnosis is, then, carried out during the block of time designated for reading instruction; as much time is devoted to it as is necessary to determine each child's needs. Since many of our presently available diagnostic tools are individual in nature, provision must be made for other children in the classroom to be engaged in worthwhile pursuits while the teacher works with one child. This is where simple worksheets, educational games, group and individual creative activities, free reading, research for projects, and other intelligently chosen activities must be planned and made available to children. As assessments are completed for more children, the activities planned for individuals and small groups can be selected with more specificity in relation to their needs. The teacher must feel secure in the knowledge that by utilizing

such a program she is not wasting the children's time (or hers!); indeed, she is saving the waste of countless hours during the year which she might otherwise spend in engaging the children in tasks for which they have no need, or perhaps no readiness.

Since diagnosis is the first step in efficient and effective instruction, these assessments must be made as early as possible in each new school year. As much information should be secured on each child at this time as is necessary to plan an instructional programs for him. Information secured should be recorded on an individual checklist and placed in a folder for each child. An example of such a checklist, developed by Dr. Ronald Noland of the Auburn University Reading Clinic is included in the appendix. By transferring information from the individual checklists to a master group checklist, the teacher will be able to form small groups of children who are found to have a common need and provide them with instruction in this area. Records of such groupings, along with a note of the type of instruction given, may also be placed in each child's folder; the teacher should find such records invaluable as she reassesses children from time to time to determine whether they have mastered those skills in which they were determined to be deficient.

It may be that many teachers do not assess each child's level of performance because they have little or no knowledge of techniques of informal diagnosis. Such techniques are not difficult to learn, however; proof of this is seen each quarter at Auburn University as undergraduates with no previous experience in teaching reading are involved in informal diagnostic procedures with individual children. In the utilization of informal diagnostic procedures, the child is simply asked to perform a specific task, and his ability or inability to do so is an indication of his competency or lack thereof on that task. For example, if the teacher suspects that Hermione is having trouble in reading because she does not know all the letters of the alphabet, she presents Hermione with a sheet of paper or flashcards inscribed with a random grouping of upper and lower case letters (in manuscript, please) and asks Hermione to read them. (The names this time; the sounds will come later.) Those letters which Hermione cannot read are encircled by the teacher on her copy of the "test," and thus the teacher knows whether Hermione knows her letters; if not, which ones she needs to be taught. This same technique is used for other skills. In phonics, ask the child to sound the letters or give a word beginning with a certain letter. In syllabication, ask the child to divide words which represent specific rules. In context clues, present the child with a reading selection with fairly obvious words omitted to ask him to fill in the words. The possibilities are endless; the technique is simple.

The real heart of informal diagnosis is not the method, but the content. Since we believe that reading can be taught, at least in part, through the process of development of a hierarchy of skills, teachers must know the skills or be willing to learn them. Many listings of skills are available in the professional literature; perhaps they often vary somewhat in their sequencing, but this should cause no great concern. We have no information that proves, for example, that short vowels should be taught before initial consonants, or vice versa. The teacher should evaluate several listing of skills and decide empirically which one to use if she must develop her own diagnostic procedures; then as she sees a need she can feel free to follow her list or vary from it. Or she may use informal diagnostic procedures which have already been sequenced. One such set of procedures, also developed by Dr. Ronald Noland of the Auburn University Reading Clinic and presently in the experimental stage, is included in the appendix.

In using this or any series of "tests," the teacher must decide on the level of competency she deems necessary to indicate a child's "mastery" of a certain skill. Perhaps this competency level is related to the skill itself. For example, we believe a child should know all the letters of the alphabet; thus a competency level of 100% would be desirable. In syllabication, however, we might accept a lower level of competency; if the child can successfully divide four of five words applying the same rule, he probably has effective use of this rule.

In addition to the procedures we may use to assess a child's mastery of specific reading skills, there is a basic tool for locating his independent, instructional, and frustration reading levels in order to determine which books would be best to provide his "book reading." This tool is of course the Informal Reading Inventory. The IRI consists of a set of graded word lists, a series of graded selections of textual material to be read at sight silently and/or orally, and sets of questions over the selections to check various levels of comprehension (factual, inferential, vocabulary, etc.). Through coding oral reading errors and keeping score on the comprehension questions, the teacher will derive percentage scores for the child on word recognition and on comprehension, thus determining the reading levels mentioned above. The percentage scores most generally in use are:

Independent level--99-100% word recognition
99-100% comprehension

This is the level at which the child can read easily and with little or no help. Generally speaking, reading materials used for purposes other than direct reading instruction should be at this level.

Instructional level--95-99% word recognition
75-90% comprehension

This is the level for teaching. When the book is fitted to the child by ascertaining his instructional level and then selecting a book at that level, the material will present a challenge but will not involve the child in a failure situation.

Frustration level--90% and lower word recognition
50% and lower comprehension

The material is too difficult in terms of knowledge of words and/or ideas. The teacher should not ask a child to read on his frustration level. Occasionally a child may wish to read on this level material that is intensely interesting to him, a situation which should not be discouraged; but teachers and parents should not require or expect such reading.

The IRI is an invaluable diagnostic tool and is not difficult to use. For more detailed information on the IRI including complete directions for scoring, any of the following sources is excellent:

Marjorie Seddon Johnson and Roy A. Kress, "Individual Reading Inventories." Cited in An Introduction to Elementary Reading: Selected Materials, edited by Ronald Noland, Jone Wright, and Elizabeth Allen. MSS Publishing Co., Inc., New York, New York, pp. 170-187.

Marjorie Seddon Johnson and Roy A Kress, Informal Reading Inventories. International Reading Association, Newark, Delaware.

Nicholas J. Silvaroli, Classroom Reading Inventory. William C. Brown Co., Publishers, Dubuque, Iowa. Also contains two Informal Reading Inventories ready to be used with a child.

Miles Zintz, The Reading Process: The Teacher and the Learner. William C. Brown Co., Publishers, Dubuque, Iowa. Chapter 3.

As the teacher becomes more familiar with diagnostic procedures and techniques, as well as with the skills she wishes to assess, she should find herself bringing to the teaching situation an increasing awareness of the implications of the day-to-day performance of each child. She will be constantly evaluating each child's products and performance with revision of instruction in mind. She will, in short, be doing diagnostic teaching. Through such a process, curricular experiences for each child should much more nearly fit his individual needs, thereby resulting in greater and more rapid growth toward the goal of mature reading behavior.

THE ROLE OF ORAL AND SILENT READING

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Oral and silent reading in the individualized program is receiving its usual amount of attention in current studies. The importance of oral reading, which has always been taken for granted, could now possibly face re-evaluation by educators to reach some agreement on the emphasis that should be placed upon it. Reading speed and comprehension appear to be the goal toward which reading instruction is directed in order to develop more sophisticated reading performance. Granted that few educators will quarrel with the importance of this, nevertheless most will not be willing to place less emphasis on the value of oral reading for the child's individual growth, pleasure and satisfaction. With all due respect to what is going on in current research, it is the purpose of this paper to attempt to take a look at some of the purposes of oral and silent reading in the individualized program.

What is the role of oral and silent reading in the individualized reading program?

Some of the behavioral outcomes that teachers would hope to accomplish with children by using oral and silent reading techniques would be to:

1. Help each child to acquire feelings of success, achievement, and self-confidence.

2. Build a positive self-concept and to develop an awareness in each child that he is worthy as a person and as a member of his group.

3. Enable the child to read fluently and expressively using a pleasing voice quality with adequate volume and appropriate stress on words.

4. Ascertain the child's actual reading level by using oral and silent reading in an informal testing situation.

5. Provide opportunities that will enable the child to share his special interests by reading aloud or telling stories to other children, thereby reinforcing feelings of success and self-realization.

6. Gain fluency in research skills - searching for facts to remember, verifying answers, and what sources to use to obtain information, etc.

7. Develop an appreciation and desire to listen to others when they read.

8. Stimulate group discussion of what children have read silently then lead them into oral reading after discussion of a story or part of it.

The above is a limited list of behavioral outcomes educators would hope to achieve with children and does not suggest that these are the only approaches to accomplish skills in oral and silent reading.

What experiences can be provided to enable children to achieve these behavioral outcomes?

Because of its importance in society, reading assumes great importance as a developmental task and failure to master it may interfere with the development of a child's self-esteem. (Sebenson, 1970)

To enable children to have success in reading it is suggested that the small reading group method be considered for the value that it holds in building a child's positive self-concept.

In the setting of the small reading group, usually the sensitive teacher using the basic reader series can be aware of the strengths and weaknesses of the children. For example, the teacher can stress basic facial expressions, such as frowning, smiling, and grimacing to encourage oral reading with inflections in voice and supplementary actions while reading. While strengthening oral communication, it follows that this will also help the children to improve reading comprehension. A prime example of this would be to have children predict outcomes or end the story in a different way using their creative imagination and thinking.

The use of dramatization and role playing is effective and rewarding in helping children to develop identity and self-satisfaction in the oral reading program. This takes an expert teacher who is sensitive to the feelings and actions of the children. There are many ways that activities can be presented or developed in order to create successful and satisfying experiences for children. The teacher's edition of the basal reader is an excellent source coupled with the resourcefulness of the opportunistic teacher.

Choral reading is a must in developing oral reading skills. It poses no threat to the child who is unsure of himself, while at the same time, builds self-confidence for him as a member of the group. Another important value of choral reading is that it promotes individual development in growth and social cooperation as well as providing opportunities for the exercising of democratic processes. (Schwartz, 1970)

Tutoring plays no small role in developing skills in oral and silent reading. The tutor (college student, parent, teacher aide, etc.) can stimulate the child's interest in factors related to reading performance. After all, the child has the undivided attention of one person who is genuinely interested in him and feels responsible for his reading success. The tutoring experience provides an excellent opportunity for using informal testing techniques to find the child's actual reading level.

This paper has set forth eight behavioral outcomes that educators would hope to accomplish with children by using oral and silent reading techniques. The emphasis is on the individual with a brief look at activities and experiences which attempt to make the acquisition of reading skills more meaningful and satisfying.

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ORGANIZING THE INNOVATIVE ENVIRONMENT FOR INDIVIDUALIZED READING

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An important aspect of organizing an innovative environment for individualized reading is the development of a positive attitude toward learning to read. First experiences in the classroom situation must be satisfying. Opportunity must be provided for each child to meet success in his reading activities and no child should be asked to perform a task beyond his level of achievement. This principle of success is violated repeatedly in school systems which adhere to equal time units or grades--each with its own content and requirements for all children thus forcing uniform material on children without considering their individuality. Uniform teaching violates the cardinal requirement for effective teaching--beginning instruction at each child's level of achievement rather than at the beginning of a basal text.

The organizational goal of expecting uniform achievement from a class at the end of a school year is unobtainable and educationally unsound. The longer children of the same age attend school, the more diverse they become. An individualized program allows each child to advance from one level to the next when he has mastered the skills on that level without marking time waiting for the others to catch up or struggling in frustrated desperation to reach objectives lying beyond his capabilities. He need not experience repeated failure because requirements are too difficult for him and therefore are unrealistic.

The role of the teacher is extremely important in an individualized program. She is in the best position to assess educational problems as she manipulates the students' environment and assesses growth. The teacher is required to know the sequence of reading skills if she is to individualize instruction and once these skills have been identified, behavioral objectives may be stated which facilitate the continuous assessment of individual achievement. Students' individual levels of competency and their varied learning problems strongly suggest the need for an informed and comprehensive assessment of each student as a prelude to individualizing instruction.

The teacher must be skilled in planning learning activities which allow for wide differences in experience, conceptual development, language development, motivation and interest. The extreme heterogeneity of children in a classroom demands that teachers adjust their programs to focus on unique needs, strengths and weaknesses. An effective teacher dwells more on the successes of students than on their failures.

In many school systems, during the first year of school, children are assigned to a reading readiness program which has an average time limit of six weeks for completion. At the end of six weeks, the children are given a standardized test to determine their readiness to begin the reading program. The normal diversity of a beginning first grade group assures a wide range of scores which indicates various levels of readiness, yet the imprudent desire to get all the children through the first grade program during the nine months of the school term leads to the distribution of preprimers to all or most of the children. When children are forced to begin reading before they are ready, failure is common.

We must strengthen our readiness programs and develop criteria for determining readiness for reading before we assign children to actual reading experiences. Many children are expected to read materials which are completely foreign to them. Their vocabulary nor their conceptual development will accomodate a transfer of meaning to the printed page. The readiness program must be concerned with the provision of rich experiential backgrounds, the development of meaningful verbal concepts, as well as perceptual abilities.

In a basal reading program, children with inadequate readiness criteria are allowed to struggle through the preprimers, the primer and even a first reader during the first grade experience. It is an unwritten rule in many schools that a child may

be promoted to the second grade if he has read through a primer. Schools utilizing basal reader program must be cognizant of the developmentel structure of the program and must allow systematic and sequential movement through the skills rather than allowing gaps in the continuum of skills. If a child skips the first reader material, there is a tremendous gap in the development of vocabulary and word attack skills, and his achievement in a second reader will be hindered because of this gap in the continuum. If he struggles through a second reader and is allowed to move on to the third grade, he is a likely candidate for a remedial reading class. It has been said that drop-outs begin in the third grade and if one has observed the poor readers struggling at this stage, he readily understands the dilemma.

Whether a basal reader program or any other approach is utilized, it is important that the sequence of skills be identified and learning experiences be planned so that the learner may acquire these skills in a systematic fashion. We must keep in mind that the content of the book, be it a basal text or a library book, is merely a vehicle for teaching the skills. Many teachers are concerned more with completing the book or books in a series by the end of the year than determining whether or not specific skills have been mastered. If one is concerned with skill learning, he may plan experiences which utilize charts, dramatizations, discussions, independent reading, etc. without a compulsion to have all the pages read by all the children during the term. Such an approach, however, can be hazardous if the teacher has not indentified specific skills to be taught and does not have measures for determining growth or assessing achievement.

Desks in straight rows, shelves filled only with the required textbooks, children sitting rigidly and talking only when given permission--these are not the attributes of a classroom where children learn! The classroom must provide an environment rich in opportunities for learning and inducements to learn. If we consider the physical and social needs of children, we realize that learning cannot effectively take place in the classroom where one can hear a pin drop. Language is the prime vehicle of expression and exchange of thought in the classroom. The planning of an individualized reading program must be based on the consideration of both the nature of the child and the social conditions in which he lives. The young child is an active learner who needs abundant firsthand experience; therefore, the reading program must provide much sensory learning and involve him in situations where he solves real problems in developing relations with his classmates and teachers. Social situations must be provided to offer opportunities for the development of social language intake of ideas must be followed or accompanied by outgo. Children need to talk about their experiences in order that their impressions may be strengthened by finding expression in words.

If the teacher's job is that of a taskmaster who must constantly keep "order," very little time may be given to planning and executing creative and stimulating experiences. An environment can be rich without having an air of constant confusion or chaos. The steady ebb and flow of movement and voices in a classroom should reflect the utilization of proven concepts of human growth and development.

The classroom should be an environment in which the child is aided in the development of the best possible view of "self" (a view that permits him to like himself). The teacher needs to provide him with an interpersonal climate in which he perceives himself as loved, valued and accepted. Many children go home from school each day feeling that they are complete failures. They have been told that they are failures by the marks on their papers and the comments made by the teacher and their classmates. Assignments are made by teachers with complete knowledge that some of the children cannot possibly perform the required tasks and that these children will receive failing marks on the assignment. The school is a sadistic institution when it allows such incidents to happen. As long as teachers continue to assign work to children without regard to their achievement levels, such will be the case. Yet we should consider the obvious--the child has not failed. The teacher has failed to prescribe the proper treatment or assignment and thus is the failure.

The classroom should provide an experimental climate in which there are many opportunities to explore, to interact, to try and err without condemnation, to succeed, and to have fun. With such a background, the child can eagerly perceive that tomorrow will be another good day at school.

USES OF MULTI-MEDIA IN INDIVIDUALIZED READING

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Reading is a very difficult learning; it is a complex learning; it is learning that is cumulative; the skills and abilities are developed gradually as stated by Bond (1957).

The dimensions of a sound reading program include the following concepts:

1. Every youngster must be successful in learning to read; every youngster should have the feeling that he is getting along well in the job of learning to read not as well as somebody else, but that every day he is learning and growing.

2. Children grow in many ways other than reading; therefore, reading growth is just one of the many changes taking place in the child's development.

3. A child's general growth curve in reading is not uniform; hence, for different children reading growth does not necessarily follow the same growth pattern nor proceed at the same rate.

4. Since reading is a complex process; there are marked differences in the reading capacities of a given child.

5. Reading changes as the student advances through the curriculum and adjustments must be made to provide a successful reading program.

6. The methods of adjustment to individual differences must change according to the phase of the reading curriculum being considered.

Individualized reading is concerned with the overall development of the child's reading skills and interests as stated by Spache and Spache (1969). This approach traces its origin not so much to the general theory of individual differences, but to a series of principles of child development - seeking, self-selection, and self-pacing.

Because individuals do vary in many ways from each other an individualized approach to reading may be instigated. An individual's interests and level of reading achievement may be useful determinants for his reading material - a book of his own selection that he can read at his own pace. Not limited by group standards or frustrated by peer competition, the individual may progress as his own growth pattern permits.

According to Bush and Huebner (1970) the teacher organizes for individualized reading instruction by using the following guidelines:

1. Assessing the individual's reading levels - instructional, independent, and capacity.

2. Acertaining interests by taking an interest inventory.

3. Gathering a large selection of reading materials appropriate for the range of reading abilities and interests thus assessed.

4. Preparing suitable skill building materials for independent use.

5. Preparing library tables and work centers with records, films, and filmstrips.

6. Allotting time for individual conferences.

7. Planning small group skills lessons as needed.

8. Planning time for the sharing of books read, information gleaned, etc.

9. Keeping records of individual achievement, activities, and progress.

10. Personally reading as many of the children's books as time permits.

The students' role in individualized reading programs may be summarized as follows:

He must be self-motivated to select and read available books. He must be able to unlock unfamiliar words. He must be able to follow the author's pattern of thought. He must be able to work independently on other tasks while the teacher holds individual conferences with other students.

Several advantages utilizing the individualized reading approach are noteworthy. Children may encounter a wide variety of reading material. Children's interests may be stimulated to more reading and a continuing interest in reading in the future. Children may read independently not waiting for others in a group, and not bored by others' errors. Individual students may progress at their own rate under expert teacher guidance. The student's self-confidence and interest in reading is often increased.

Strang, McCullough, and Traxler (1961) have identified the following values in using the individualized approach to reading: This method allows each child to proceed at his own pace; encourages initiative and self-direction in reading; promotes voluntary reading and increases its enjoyment; fuses instruction with an ongoing reading activity; and affords the teacher the opportunity to give her entire attention to the specific abilities, needs, and interests of one pupil at a time.

An individualized reading program depends on the child's needs, the materials available, and the time allotted for instructional purposes. It is suggested that a teacher organize learning stations in the classroom such as follows:

5-7 minutes for developing sight words and word recognition skills.
5-7 minutes for reinforcing tachistoscopic and directional skills.
12-15 minutes for introduction and application of phonetic and stuctural analysis skills.
15-20 minutes for correlating previously mentioned areas with comprehension and study skills.

The organizer of the reading program must diagnose the needs of the students by administering a battery of tests for identifying the child's competencies of the following areas:

Hearing
Vision
Interests
Intelligence
Oral and Silent Reading
Comprehension Skills
Phonics
Auditory Discrimination
Word Recognition
Sight Words
Study Skills

The instructor should acquire knowledge about the student by reading the cumulative folder, observation, making notation of standardized test scores, and using the individual conference.

The teacher in an individualized program must have a wide range of material involving multi-media incorporating a wide interest area. The teacher should know the materials available, plan lessons to meet the needs of each child, and prepare individual folders. Planning is the key to success of individualized reading.

sequence to all pupils, regardless of their needs. Competition among children is diminished, greater socialization is promoted, and more pupil-teacher interaction on a one-to-one basis is present.

An individualized method of reading, to be sure, has certain ideas and practices which might be incorporated into the total reading program. Adoption of these practices will make definite demands for better teacher training and practice in diagnosis of pupil needs, in preparation and evaluation of a wide variety of teaching materials, and in detailed planning. But these demands can be met, and the values of these individualized practices realized, by interested teachers.

As previously stated the objective of the individualized school of thought is to promote the fullest development of the pupil's skills, capacities, and interests. Olson's study of the variability in child growth patterns led him to suggest the three major principles: seeking, self-selection, and self-pacing. It was his impression that each child carries within him the seeds of a drive for maturation and a pattern of development. Skills, habits, and attitudes, consequently, are not imposed from without but are acquired at the child's natural pace and in accordance with his readiness. According to this philosophy, the child, motivated by internal needs, will attempt to read those materials suited to his needs and interests, and will progress in level and skills as his growth pattern and readiness for new learnings permit.

1. Tachistoscopic and Directional Skills

Purpose Tachistoscopic devices expose digits, words, or phrases on a screen at various rates. The rapid exposure tends to hold attention closely, and the novelty of the activity appeals to the students. The chief purpose is to increase student's ability to perceive whole words and phrases quickly in a single fixation. Flash training is essentially a method of increasing the student's span of perception and his ability to organize what he sees. Directional skills involve reading from left-to-right.

Media Utilized

A. Controlled Reader: The Controlled Reader program includes a Controlled Reader machine and filmstrips ranging in levels from pre-reading through level 14 (adult). Controlled Reader involves the left-to-right presentation of pictures and words at predetermined rates of 60 WPM up to 1,000 WPM. Material may be presented by phrase or by line.

B. EDL Flash-X - The EDL Flash-X is a single-speed individual tachistoscope (introduced in 1960) to complement group EDL Tach-X training. This compact device using disc material provides individual reinforcement for students who need extra help. The shutter is set at 1/25 of a second. It is hand operated, not electrical.

C. Percepta Matic - The Percepta Matic develops perceptual training that may be used with groups or an individual and may be correlated with other material. The digits and phrases appear on wall as black on white as in textbook. Daily sessions should be followed by silent reading. Organization of material includes 2, 3, 4, 5, and 6 digit training, word training, and phrase reading. The material includes levels one through eight.

D. EDL Tach-X - The EDL Tach-X is a tachistoscopic device that maintains light on screen at all times. Timed exposures are made by snapping the image in and out of sharp focus. The rate of exposure varies from 1/100 of a second to one and one half second. The device uses filmstrips in developing perceptual skills involving digit training and word training.

E. Tachist-O-Flasher

Tachist-O-Flasher is a tachistoscopic device used with any filmstrip projector involving groups of students or individuals. Levels of material include the following:

Primary
Elementary
Jr. High
Sr. High

The filmstrips included contain numbers, words, and phrases.

2. Audio-Visual Devices

Purpose: Clear, precise and extensive reading instruction may be developed using audio-visual devices. These aids create added interest and with proper motivation children are aided in learning the skills necessary for reading development.

The purpose of the program depends upon the machine and the material being used.

Media Utilized

A. Hoffman - The Hoffman Audio-Visual Instructional System includes a viewer, achievement units, records, filmslides, headphones, worksheets and workbooks, Read-to-Learn Books, Encore Readers, pre and post tests, mastery tests (Ditto sheets), and reference guides. The structured, concise, systematic program meets the needs of students utilizing language arts and phonics programs, and programs on levels one through level six. Each study unit presents audio-visual materials accompained by workbook exercises keyed directly to the presentation. The student sequenced through reading practice, writing exercise, vocabulary exercise, and selected drills. All student responses are guided directly by the audio-visual presentation.

B. Controlled Reader - The Controlled Reader is a visual machine using filmstrips set at predetermined rates to ensure left-to-right eye movement, fluency and increased speed in reading. Questions accompanying each story are used in evaluating comprehension skills. Stories are available from primer level through adult.

C. The Talking Page - The Talking Page is an audio visual approach using a phonic program designed to supplement a broad range of basal readers from preschool through third. It can be used with individuals or groups, with or without headsets. The materials include a machine, booklets, and records.

Attached to the face of the Talking Page is a printed lesson booklet. The booklet, specially produced, contains graphic material which relates to the audio material. The learner sets the pointer, thus activating the audio material which is synchronized with the booklet. The precision made disc (record) is inserted into a slot at the rear of the instrument. The disc carries approximately nine minutes of audio information. There are thirty-three access points that may be selected by the learner. When the appropriate one is selected the learner hears the message immediately.

The material is organized into Readiness; and Levels A, B, C. The Readiness program contains fifteen books and is geared for pre-school, but can be used at other levels. Levels, A, B, C each contain an Orientation book and ten additional books. Level A presents the initial and terminal consonants and all short vowels. Level B presents initial and terminal consonant digraphs; and initial consonant blends. Level C presents long vowels; endings s - ed - ing -'s, and compound words.

The recommended sequence is to proceed from Level A through Level C. However, there are three group placement tests, one for each level, which

determine the books specifically for each child according to his weaknesses. There are also individual record sheets for each student.

D. Voice Mirror - The Edison Voice Mirror is an instrument for training in the art of listening. The device features the following characteristics: instant playback, precise portion of audio, repeating as many times as desired, and simplicity of operation. The Voice Mirror is invaluable for: Foreign language reinforcement, language arts: reading, spelling, and phonic skills; music-voice training, etc; public speaking; memory training; supplementary to a-v instruction, program learning, computer-assisted programs; dramatic classes; special education (spastics, physically handicapped, emotionally distrubed, maladjusted, and blind).

It is used by teachers, students, and schools at all learning levels.

To manipulate the device depress one pedal by hand or foot and record; depress another pedal and have instantaneous playback.

Edison Voice Mirror Learning System

This system is comprised of two standard voice mirrors and a master cassette unit.

Three instruments can be used jointly or separately. Student depresses "record" level on "Teacher" voice mirror. Next he uses his own voice mirror to record and playback; then compares his with that of the teachers.

Craig Reader - The Craig Reader program was written primarliy for the remedial reader both at junior and senior high levels. (May be also used for upper elementary accelerated students). It employes the great stimulus of instrument teaching without losing sight of the ultimate aim: assisting the remedial reader to read better from a book. Careful blending of instrument and book reading is done within one story content area. This blending is strengthened by tachistoscopic training which aids in eliminating poor reading habits and the overall results is a true remedial program. In addition to reading growth there is also language ability growth. It is in short a reading and writing program. The term remedial is used to designate a student who can be helped in his reading ability thru the strengthening of good reading habits and eliminating bad. It indicates a student for whom the normal avenues of reading growth have not been sufficient.

The components of the program include the following:

a. Book and filmslides
b. Basic workbooks
c. Film package:
    1. Tach slides (training)
        (a) Sharpens conceptual and comprehension skills
        (b) Introduce words and in context
    2. Phrase training slides immediately before story
d. Levels - America Grows Series
    C-1 - Fifth level
    C-2 - Sixth level
    C-3 - Seventh level
    B - Seventh, eighth, ninth level (approx.)
    A - Senior High level

F. System 80 - The System 80 program includes an audio-visual machines and program series packet involving Learning Letter Sounds, Using Words, Developing Spelling Skills, and Words In Context. Learning Letter

Sounds is a series of audio-visual lessons designed to teach basic phonic skills. The series consists of two parallel programs: The Basic Phonics Program and the Applied Phonics Program. The Applied Phonics Program provides additional practice and enrichment exercises for the phonic elements taught in the Basic Phonics Program. The sounds taught in the Program are organized according to learning difficulty and frequency of occurrence in the speaking vocabularys of primary age children.

Developing Spelling Skills is a series of audio-visual lessons designed to give a child a fundamental spelling vocabulary that is essential for both his current and future writing activities. The Context packet introduces new words in context using auditory and visual clues. The System 80 diagnoses the child's current level of achievement; helps prescribe which lessons the student needs; is self-instructional-the student teachers himself; is self-scoring--the student tests and scores himself after each lesson; and allows the teacher to maintain a complete record of the child's progress. Each kit contains a pre-test (on one side of record and filmslide) and a post-test (on side two of record and filmslide). The student's errors are recorded on progress chart and when the student completes the exercises satisfactorily, he marks his progress chart accordingly.

G. Tach-O-Matic - The Tach-O-Matic is a machine used in giving visual instruction with the Discovery Reading program which is explained in another section of this manuscript.

H. Language Master - The Language Master is a complete audio-visual system; it has unlimited capability and utilization; it is simple in design and in its operational technique. The program consists of an audio-visual machine and commercially made cards and blank cards. It is a coordinated sight and sound stimulus; it provides a comparison of pronuciation between a child's recording and a standard (teacher's); it is easily applicable to every grade level and subject matter area.

I. Overhead Projector - The Overhead Projector is a machine utilizing transparencies that are teacher-made or made commercially to develop all areas of reading skills for all students (individuals, small groups, or total class).

J. Record Player - The record player is a useful machine to be used with records that are purchased to teach specific skills in phonics, listening, comprehension, or other areas.

K. Tape Recorder - The tape recorder is a machine that is very versatile in the classroom for use in instructing an individual student, a small group, or total class. Tapes may be purchased for the teaching or reinforcement of skills in reading or the instructor may develop tapes (lessons) to meet the needs of specific students. The teacher may use the tape recorder in evaluating a student's oral reading skills by having student record lessons using the recorder.

L. Filmstrip Projector - The filmstrip projector is a visual aid to be used with filmstrips for developing visual and comprehension skills. The purpose of the lesson will depend on the material selected to be used with the filmstrip projector.

M. Audio-Scan: Tutor Set - The Tutor Set is an audio-visual device used with filmstrip and tape boxed together for teaching comprehension and study skills and the introduction to and application of phonetic skills; vowels, consonants, blends, and digraphs. Laminated worksheets and detailed teacher's manual accompany the program.

A. Advantages of using multi-media approach

The goal of reading teachers, according to Otto and McMenemy (1966), is to assist students to achieve to the limits of their ability. The chief function of the individualized approach is to remove the effects of poor learning or lack of learning. It is imperative that the teaching situation be one that not only permits but encourages adherence to the most desirable principles and practices of teaching. Because some learners face greater obstacles resulting from previous failure and frustration, it becomes increasingly important that plans for instruction be thoughtfully conceived and well executed.

Reading materials and equipment are of central importance in the reading program. Reading opens the doors to the thousands of useful and interesting things which will keep the child learning all his life according to Stang, McCullough and Traxler (1961).

Certain trends are discernible in both the theory and the practical aspects of reading: the nature of the reading process, methods of teaching reading, instructional materials and equipment, the place of reading in the curriculum in the total development of the individual, and the methods of appraising development in and through reading. Authorities in the field, while differing in the emphasis they give to certain trends, agree on the complexity of the reading process and the need for a flexible multiple approach stressing the applications of ideas gained from reading.

The concept of reading as a functional tool for many purposes will be found deeply ingrained in the philosophy and objectives of the forward-looking school according to Bush and Huebner (1971). Teachers will this concept view reading instruction in its proper perspective. Motivating every pupil to be one who reads is the most important task the teacher of reading faces. The teacher helps children become good readers by guiding their reading skills development. The teacher helps improve the quality of their reading material for all areas of the curriculum. The teacher helps improve the quantity of reading as the child is motivated to read for many purposes both in and out of school. Thus, the instructor guides the learner to be a good reader who, in the final analysis, has become a good reader because he has done a great deal of reading!

The most effective teacher at any level will provide reading instruction at the point needed by each pupil in his sequential development. This instruction is of greatest consequence when it helps the pupil read not only his basal reader but also any of the other reading material he may encounter daily. Therefore, it is important for the teacher to be very well acquainted with the varied sources of reading matter appropriate for each age level, as well as the skills necessary for effective comprehension in each type of material.

Teachers face the challenge of preparing children for many varied reading tasks. The instructors must locate material that is appropriate to the developmental level and interests of all pupils in the classroom. In their daily planning they provide a range of experiences, activities, and skills practice, so that all children will eventually become independent in their reading.

Advocates of individualized reading emphasize a number of advantages in this approach as identified by Spache and Spache (1969). They point out that the self-selection feature avoids teacher-pacing, with its leveling and retarding effects upon pupil progress. Motivation is thought to be greater in this program, for the student tends to realize his own goals of interest and information, rather than teacher goals which may be artificial. Self-selected reading provides a wide vocabulary in material on the child's level thus stimulating marked growth in concepts, ideas, and facts, as well as words. Skill training is planned for each pupil in small group when it is appropriate rather than being offered in a set

3. Materials

Purpose: In selecting material for the teaching of reading, the first and most important consideration is that it must be of the proper level of difficulty. The second is that it should be appropriate in type. The third is that it should be interesting in format and meet the interest level of the child. Another consideration in securing materials to be used in remedial reading is that they should be abundant. There should be a variety of materials meeting many interests and at various levels of difficulty. The material that the child is reading independently should fulfill an existing interest which the child already has, while the material that if used for instructional purposes must be such that he can be motivated to take an interest in reading.

B. Identification Media Utilized

A. Reader's Digest Reading Skill Builders - Reader's Digest Reading Skill Builders are colorful Digest-size readers containing short selection based upon articles or stories from the world's most widely read magazine. Each book includes selections on a variety of topics and there are two series available - the original and the new. The Skill Builders are highly motivating because of the fascinating content, illustrated in full color, invites and holds interest; varied arrangement of selections which each Skill Builder helps keep pupil interest alive; and sensibly controlled readability ensures comfortable, yet challenging, reading for pupils at at each level. On pupils' copies for levels 1-6, reading levels are indicated only by the number of tiny flying horses (the Digest Pegasus) on the cover of each book. Books 1 and 2 of the advanced Skill Builders are level 7, and books 3 and 4 are level 8. The Skill Builders build reading skills by providing activities after each selection exercises that encourage interpretation of evaluation. Reader's Digest Skill Builders also provide a placement guide to facilitate selection of the right Skill Builder for the individual pupil.

B. Reader's Digest Practice Pads - Practice Pads exercises reinforce and extend basic reading skills. They may be used in conjunction with or independently of Reading Skill Builders. The exercises may be used to reinforce phonics and other basic reading skills - traditional, linquistic, or programmed. The pads contain pages of varied exercises to reinforce teaching of reading skills. The pads include levels 1, 2, 3 and advanced.

C. Reader's Digest Self-Help Readers - The self-help readers offer fast moving selections for the student who has mastered the basic decoding skills and wants to improve his effectiveness as a reader. The directions explain how a student can learn to comprehend better at faster rates. The student's progress will depend, to a large extent, on his motivation and perserverance.

D. Reader's Digest Science Readers - The Science Readers are to be used as magazines for browsing; to motivate study in a particular area; and to supplement science studies. The four Science Readers are for the reading levels 3-6.

E. Reader's Digest Adult Readers - The Reader's Digest Adult Readers are 12 work-type supplementary readers of 32 pages each. They are designed to meet the special needs of adults who are learning to read and of adolescents who require remedial reading aid. The readability levels of the 12 books are as follows:

Step one - (four books) Upper level 1 and level 2
Step two - (four books) Levels 2 and 3
Step three - (four books) Levels 3 and 4

Brief exercises for developing comprehension and word-attack skills follow each study selection.

F. Phonics Packets: Transparencies - The Phonics Packets include transparencies using pictures, words, and tests incorporating all areas of the phonetic skills — vowels, consonants, consonant blends, digraphs, diphthongs, varied spellings, prefixes, suffixes, and syllables. The transparencies may be used with the overhead projector to instruct an individual student, a small group, or class in a lesson using phonetic skills.

G. Barnell-Loft Specific Skills Series - The Barnell-Loft Series contains 5 reading skills for levels 1-6 using books lettered A, B, C, D, E, F. The topics of the books include the following:

Locating the Answers	Following Directions
Using the Context	Getting the Facts
Working with Sounds	

This is a structured reading program that provides the minimum number of repetitive experiences to guarantee skill mastery at any one reading level; offers a delicate blend of curriculum - oriented and fascinatingly - factual material with the accent on the informative and the bizarre. The purpose of this program is to improve reading comprehension. This program is unique in that the readers must relate the whole to the part and the part to the whole.

H. Cracking the Code - Cracking the Code was developed to help children in the fourth to the sixth grades who have reached this stage of their education without the ability to read independently or to figure out words. They are inaccurate and dependent readers. Some of their disabilities can be corrected in the ordinary classroom with a program for their specific needs. It is not designed for children who are completely unable to read, nor to correct pathological reading difficulties. The child does not encounter every kind of decoding difficulty at once. He discovers his specific kinds of errors and eliminates them. The program is designed to be completed in three months, or less. The child discovers sound-spelling patterns; he discovers correct generalizations about English spellings - Linguistic word attack. The organization of the program is a workbook and a reader. Each is divided into twelve levels. Each level is distinguished from the others by the sound-spelling patterns associated with it. The child discovers the patterns in the workbook then reads some of the reader selections. The patterns have been arranged according to the frequency of occurrence in writing and ease of discovery.

I. Gates-Peardon Reading Exercises - The Gates-Peardon Reading Exercises are designed to build and strengthen reading skills. The exercises cover a wide range of abilities and interests and give pupils specific and concentrated practice in reading for different purposes and offers teachers ways of coping with individual differences. The booklets consist of a series of short exercises each followed by questions. The booklets are available for grades two through six. As the student responds, he must utilize a range of reading skills while answering questions on three important types of reading: what is the story (or selection) about? ; can you follow directions; do you notice and remember details? Practice in these types of reading is given in all exercises in the Introductory and Preparatory Booklets. Specific practice in each of the three types of reading is given in separate booklets in the Elementary, Intermediate, and Advanced Booklets.

J. Standard Test Lessons in Reading: McCall-Crabbs - The Standard Test Lessons in Reading are graded short story selections that may or may not be used as timed stories. If the stories are timed, the student should read and answer all questions in three minutes. The booklets are lettered A-E beginning with second grade through adult.

K. Reading-Thinking Skills - The Reading-Thinking Skills workbooks are designed to guide the reader in applying critical thinking to reading. The skills selected are those which are considered most essential to critical reading. The pages may be used independently as additional practice lessons. The readability level of the materials is from primer to senior high school. The reader should center his attention upon the ideas presented rather than upon certain problems involving word recognition and word analysis.

L. Wordland Series - The Wordland Books are workbooks that give specific instruction in phonics. The workbooks are designed to help children master the phonetic elements of our language quickly with a minimum of direction from the teacher. The phonics program consists of workbooks A-B, C-D, E-F, G-H, and J-K. The workbooks begin with level one and go through senior high school.

M. Phonics Is Fun - Books 1 and 2 - Phonics Is Fun is a modern phonetic-semantic approach using workbooks to introductory reading and to word recognition. It teaches the following phonetic skills:

Recognition of the letters of the alphabet.
Recognition of simple consonant sounds.
Recognition of one-syllable words containing short vowels.
Recognition of one-syllable words containing short vowels.
Recognition of consonant digraphs.

The program is characterized by strong auditory training and a minimum of rules, definitions, and a variety of consonant and vowel sounds. The sequence in which this minimum number of phonetic skills is developed is based on the frequency with which phonetic elements occur in the English language as determined by linguists. Selected pages of the workbooks may be used with primary and intermediate students.

N. Reading for Meaning - Reading for Meaning consists of a series of workbooks ranging in context and difficulty from grade 4-12, inclusive. They can be used profitably for reading development with individual pupils as well as with entire classes. The exercises in these workbooks stimulate and quicken facility in reading by providing systematic practice in six basic reading skills: getting word meanings; getting total meaning; getting the central thought; getting detailed meanings; seeing the organization; and making inferences, or drawing conclusions.

O. Sullivan's Programmed Reading - Programmed Reading is a systematic approach to reading using workbooks from primer to level six. The program is self scoring and self pacing. The workbooks are numbered primer though book 21 and are classified into 4 series: Pre-reading; Series I (booklets 1-7), Series II (booklets 8-14); and Series III (booklets 15-21). Test booklets are also available to accompany the program.

P. Echo Reading Program - The Echo Reading Program is a self-directed linguistic program to improve reading at the primary level. The boxed set of materials consists of:

a. 12 copies of paperbound pupil's book, plays for Echo Reading. (The book contain 60 short plays complete on 2 pages, 8 long

play 33 1/3 RPM 12 inch records on which more than half the plays are recorded along with directions to the pupils, for use in echo-reading sessions).

b. One teacher's manual.

Plays for Echo Reading helps children to develop expressive reading, increase phrase perception, acquire mor rapid and accurate word recognition, expand their reading vocabulary, and increase their reading achievement. Each play has only two characters. After listening to a play read by superior readers (recorded on 12 inch LP records) the child hears the lines of the play read separately as he follows in the printed text; he then "echoes" the dramatic expression. After two such practices, he and his partner - his "drama team" - read the play aloud using the lively expression presented on the record. After this independent practice the various drama teams combine for a choral reading of the play. As he improves in expressive reading, he is ready for creative interpretation of plays without following a ready-made pattern. Twenty-eight plays are provided for this independent interpretation, suitable for use with average first grade level to the average third grade level. Children should have a vocabulary of at least two hundred words. Plays are short in length; presented in units (same characters in each unit). Some units have plays that are complete, others tell a continued story - each play part of an adventure.

Q. Acoustifone - The Acoustifone E-Series was designed specifically for students eleven to sixteen years of age who are reading at fourth level. There are four reading units in the E-Series. Each unit consists of ten filmstrips; audio in records, cassettes, or open reel tapes; ten answer wheets; and one copy of each essay. Vocabulary training is developed using pictorials and in context. The essay is factual and written with a vocabulary slightly beyond the fourth level. The subject matter is varied, of high interest, and always provides the student with a learning experience. The purpose of the essay include the following:

It provides the student with a learning experience.
It forces the development of critical listening and comprehension skills.
It provides the student with an "adult" language experience.
It reinforces the learning of the key words.
It improves reading speed and enlarges his sight vocabulary.

After reading the essay the student is given comprehension questions. Further activities are provided for reviewing vocabulary and developing word meanings.

4. Reading Labs

Purpose: Reading Labs consist of sets of material for instruction in reading. Workbooks, word wheels, resource books, teacher's manuals, answer keys, and other items may be included in the Reading Labs.

Media Utilized

A. Webster Clinic - The Webster Clinic includes material for improving phonetic skills, word recognition skills, structural analysis skills, and comprehension skills. The Clinic includes The Magic World of Dr. Spello (workbook), New Practice Readers, Conquests in Reading (workbook), word wheels, and the Teacher's Guide for Remedial Reading by William Kottmeyer. The materials may be used independently or may be correlated with other reading programs.

B. Imperial Primary Reading Program - The Imperial Primary Reading Program consists of forty pre-recorded tapes, pupil response booklets for each tape, and one teacher's manual. Each tape and each accompanying pupil

response booklet represents an individual lesson in a particualr area of reading skills. The program is intended to build reading abilities in the areas of readiness, comprehension skills, word attack skills, and study skills. This program is a classroom enrichment tool. Its purpose is to allow an individual student or a small group of students to improve in a particular reading skill on their own, freeing the teacher to help other in the room. At times, particular lessons may be used for the entire class to reinforce a concept and to provide variety of instruction. The use of headsets or earphones in conjunction with the recorder allows an individual or small group to do the lessons without disrupting other class activities. The tape is a comprehensive guide to assist the student in accomplishing the reading exercises in the student response booklets.

C. Imperial Intermediate Reading Program - The Imperial Intermediate Reading Program is a multi-media series of forty lessons which includes tapes, story cards, and student activity books. The program is specifically designed to aid the teacher in individualizing and supplementing reading instruction. The stories are based on topics of high interest and this factor contributes to the increased motivational quality of the program. Exercises in the student activity book involve novel, thought-provoking puzzles and secret messages. The tapes are designed to stir the imaginations of the children. Special effects, music, and dialogue are utilized frequently to establish a strong interest in the material to be read. All lessons are self-directing and self-correcting to allow each student to perform at his own rate and evaluate his performance privately. The program is divided into eight units of five lessons each. Each unit is devoted to a specific theme including: mystery and adventure; pioneer life; sports; animals; famous people; science, people around the world; and legends, tales, and poetry. The program contains placement tests that indicate the lesson at which the student should begin in the program. Each booklet contains conprehension, word attack exercises, unit tests, a glossary and a progress chart.

D. Gateway to Good Reading - Gateway to Good Reading is a forty tape supplemental reading readiness program consisting of two separate sections. The first section, RK 1 - Auditory Discrimination, contains twenty lessons which teach the basic readiness skills of left-right progression, top-middle-bottom, the initial sounds of the consonants, rhyming words, and sequence of events. The second section, RK 2 - Visual Perception, contains twenty lessons which teach skills crucial to the rapid development of visual perception. Gateway to Good Reading is an audiovisual learning tool that will combine with the knowledge of the early learning process to lay a strong foundation upon which to build the listening, speaking, and reading skills of the students. Each Gateway tape and accompanying pupil booklet presents a self-directing and self-correcting readiness lesson. Although the program is designed to be used in the latter part of kindergarten and early part of first grade, it can be a valuable tool in remedial work at higher grade levels. The content of the lessons is suitable for children of all socio-economic and cultural backgrounds.

E. Discovery Reading Program - The Discovery Reading Program is an audio-visual approach to beginning reading and a visual tracking program. It is a phonic, code breaking program in which basic rules for word attack are illustrated in a discovery format using phonically consistent words. Each lesson consists of film and student booklets. Using the tachomatic 500 machine the film is shown in a non-darkened room. With the remote control attachment the teacher can control the machine at the front of the room. The child discovers for himself the phoneme-grapheme relationship. Each lesson contains twelve exercises, five on the film and seven in the student booklet. The film is designed for full class oral participation at far-

point viewing and booklet lessons individually at desk. The program consists of Phase I - Discovering the Alphabet, and in Phase II the major categories are as follows:

Short and long vowels and vowel combinations
Sounds of TH
Consonant Blends
18 Review or combination lessons spaced throughout
Children make new words by adding meaningful syllables

F. EDL Listen and Think Program - The Listen and Think series developes listening comprehension and its component thinking skills. Each program provides a sequence of fifteen lessons that moves the student from analytical skills (recognizing and organizing information), to interpretive skills (inferring, predicting, visualizing), to appreciative skills, to critical skills. Each lesson takes one skill or aspect of a skill and develops it thoroughly. Program C through F (levels 3-6) develop and reinforce the listening and thinking skills most needed at these levels. Available for the first six levels (AR, and B through F) provide exercises for the transfer and application of each skill to the areas of language arts, social studies, and science. The program includes tapes (or cassettes) and workbooks.

G. EDL Study Skills Library - The EDL Study Skills Library offers a new approach to the teaching of essential study skills and the improvement of reading in the content areas. In a step-by-step program, students learn those skills which enable them to read competently and critically; to select, understand, judge, and use the important ideas found in their texts and reference materials

The major study skill areas considered are as follows: interpretation, evaluation, organization, and reference.

The Study Skills Library consists of a series of kits containing graded and sequential exercises for levels three through nine. On each grade level, there are three kits: one each in the areas of science, social studies, and reference skills. Twenty-one kits are available.

H. Checkered Flag Series - The objectives of this series of stories are as follows:

To provide materials of high interest appeal for boys particularly, but for both boys and girls of all ages.

To provide materials which are so well developed that the poor reader may achieve success and desire to read more.

To aid pupils in developing an understanding of, and appreciation for, one of the major sports.

To provide exercises that will aid the pupil in developing comprehension, vocabulary, and critical thinking skills.

Each title in the Checkered Flag Series deals with a different type of car in a different racing format. The books are prepared to appeal to all ages of pupils, but particular care has been taken to present plots, characters, and illustrations that will capture the interests of older pupils. Within each book, exercises have been prepared to aid the teacher and the pupil in checking the accuracy of the pupil's reading.

Checkered Flag Classroom Audio-Visual Kits

Two audio-visual kits have been developed to accompany and enrich the books in the Checkered Flag Series. The Checkered Flag Classroom Audio-Visual Kit A supplements Wheels, Riddler, Bearcat, and Smashup. The Checkered Flag Classroom Audio-Visual Kit B supplements Scramble, Flea, Grand Prix, and 500. Each kit contains four filmstrips, four records, and four tapes. The audio-visual components of each kit have been designed to provide for the following learning experiences:

Motivation for reading
Background for reading
Relate learning experiences
Development of attitudes

I. Phonics in a Nutshell - Phonics in a Nutshell is a simple, concise program of phonics utilizing both auditory and visual senses. The program is designed to meet the following four-fold need:

To provide a complete phonics foundation for primary children.
To provide the basis of a remedial reading program at all age levels.
To provide a quick summary course for teachers without phonics training.
To provide an orientation experience for parents to promote better understanding of the phonetic reading method.

The program includes filmstrips, records, and Teachers' Instructional Manual correlating the following nine topics:

Vowels	Consonants	Consonant Blends	Digraphs and Diphthongs
Spellings	Syllabication	Suffixes and Prefixes	Miscellaneous Review

J. SRA Reading Labs - The stories in the SRA Reading Lab are arranged according to skills on a track starting with the easiest and working up through those that are more difficult. In each SRA Lab there are ten reading levels. Each level is a part of a specific skill track. The student travels along this track from one color to the next, taking tests, and charting his progress as he goes. As soon as his progress chart shows that he has learned the skills of the level on which he is working, he is ready to move to the next color level. The stories consist of high interest, low vocabulary. A new feature of the revised edition of the SRA Reading Laboratory series (1969) is the availability of Synchroteach. With Synchroteach, a set of specially designed audio tapes, lessons with the Reading Laboratory becomes even more effective, because the program becomes in large measure student-operated. Among the other new features of the completely revised edition is a linguistic approach to word attack skills. Another linguistic feature is practice in the recognition and use of sentence patterns, to improve not only reading but also speaking and writing. Still another new feature is the "What's Your Story?" section of each Power Builder, which leads the student directly into motivated composition. When incorporating the Reading Laboratory in the classroom, the teacher gives a test - the Starting Level Guide - to determine the color level in which each student begins. Next, teach the students how to use the laboratory. Each student will start at the color level indicated by his test and will work by himself. The teacher guides the work of the students, assists them in evaluating their work and prepares a Progress Chart. The student then decides, with the teacher's help, when he is ready to move to the next color level.

K. Alpha One: Breaking the Code - Alpha One: Breaking the Code is a multi sensory beginning reading and spelling program which emphasizes word mastery through phonics. It has been created to meet the interest and needs of children in the first and second years of school. No entry

skills are assumed. Much of the program is in rhyme for easy retention. Although it is designed to be used as a basic reading program, it is easily adaptable for enrichment or supplementary activities connected with other programs. The program beings with the child's introduction to each letter and ends with his ability to read sentences having two and three syllable words. The lessons are rhymes and humorous experiences, stories, and games. The letters are presented as people -- the vowels are girls and consonants are boys. The program consists of:

1. Letter people and symbol cards
2. Story pictures and easel
3. Letter meeting Greeting Packets and Alphabetical sheets
4. Chatterbooks
5. Puppets and Stage
6. Chalkboards
7. Chatter Album
8. Filmstrip
9. Duplicating Masters
10. Guide
11. Alpha Wagon - (on wheels) houses all components of program.

L. School House Key Lab - The Language Arts Key-Lab is designed to be used in conjunction with existing Language Arts programs taught in the primary grades. The unique presentation of letters and word problems will lend themselves to many approaches to teaching language arts. The self-correcting features of the Key-Cards permit each child to work independently without continual teacher supervision and without mistakes. Since the cards are keyed to accept only the correct answers, the youngsters go through a series of successful experiences with words and letters. This kind of daily independent success adds to a child's enthusiasm and reinforces correct spelling throughout the year. The lab has trays containing letter (alphabet) and picture cards, color cards and word wheels. The students spell the names of the pictures by matching the notches on the edges of Key-Cards with letter cards. Only correct responses will fit. The material may be used with one student or with a small group of students.

M. New Dimension in Education

Dimension 99 is an interdisciplinary, intersensory, multi-level, science-based approach to the problems of reading. It is a unique maxi-media program consisting of a professional guide, 99 story cards, workbook, records, filmstrips, Do-It Project Card , Puppets and Puppet Stage, Wall Mural, Toucan TV and Display unit. The purposes of the program include the following:

a. opens a new avenue of success in reading.
b. reinforce and develop skills of scientific inquire.
c. develop related skills in social studies, geography, elementary mathematics, and the graphic arts, lead the student to discover that science is a positive state of mind rather than miscellaneous fragments of data.
d. give opportunities to express feelings in new and different ways, and communicate more effectively with his peers.
e. Encourage writing, speaking, listening and using all senses in the learning process.

The 99 program is designed for students whose reading levels range from second through fifth grade and above.

N. New Dimension in Education
Dimension 120

The Dimension 120 maxi-media program improves communication skills by increasing reading qualitatively and quantitatively; increases ability to solve problems, follow directions, ask questions, systhesize and analyze, interpret data (both explicit and implicit) evaluate and react to data, use effectively such aids to comprehensive as topical headings, graphics, tables of contents, glossaries, audio reinforcement and puppetry. The program aids in developing health attitudes toward science by increasing interest in finding out more about science, technology, living creatures; enhance the appreciation of the concept that nothing happens without cause; encourage an appreciation of the role of science in our lives. The program contains 120 stories, 120 you-can experiments, 12 Do-It projects, records, filmstrips, etc. The 120 program is designed for students whose reading levels range from fourth through seventh grade and above.

5. Games

Purpose: Commercial and teacher-made games may be used for reinforcement and supplementary exercises in all areas of reading. Games may be used for reviewing varied skills in reading. Many commercial games are on the market and each game provides reinforcement of basic skills.

Media Utilized

A. Phonics We Use Learning Games Kit (Lyons & Carnahan) - The Phonics We use Learning Games Kit is a set of phonic games designed to provide students with experiences and drill in hearing, saying, and seeing important basic phonic elements in words. These elements are the tools that enable students through word analysis to gain the skill in word recognition that contributes to the process of learning to read. The games are carefully designed for reinforcement of learning and for playability. They develop auditory acuity and visual discrimination, leading through the sound-symbol relationship to the perception and expression of visual and verbal distinctions. The games help to increase the child's vocabulary and to promote good speech habits. The phonic elements involved in the games range from the single letter- a consonant or a vowel- through the consonant blend, the consonant and vowel digraphs, the diphthong, to the syllable, the basic unit for the analysis of words. The games are designed for use with small groups of children; they are not intended for initial instruction in phonic concepts. The primary purpose of the game kit is the reinforcement of phonic analysis skills to promote word recognition. The games provide practice in hearing and saying the various phonic elements and in associating the sounds of these elements with the symbols that represent them. The playing of the games thus affords the supplementary drill that is often so necessary to a child in firmly establishing the skill of phonic analysis. The game titles are as follows: Spin A Sound; Digraph Whirl; Bingobang; Old Itch; Full House; Vowel Domino.

B. Group Word Teaching Game - The Group Word Teaching Game by Dolch (Garrard Publishing Company, 1944) provides a means by which a single pupil, a small group, or an entire room can learn through play the 220 basic sight words which make up about two-thirds of all primary reading books and even more than half of adult reading matter. Poor readers can play with good readers without embarrassment and all can be learning. The game consists of nine sets of cards, each set teaching twenty-four

words. The sets are lettered from A to I so that they will not get mixed up. The cards of each set are also numbered from 1 to 6. All the cards of a single set contain the same words, but in a different arrangement.

C. Group Sounding Game - The Group Sounding Game is a listening game. It emphasizes and reinforces the skills of listening that students must learn to listen to the sound of words, to parts of the word sounds, and to the sound of single letters. By playing this game, the students learn that certain letters and letter combinations stand for certain sounds and so two learnings are stressed: the habit of listening to sounds and the letter - sound combinations. The game is played like Bingo. As the teacher gives a sound or sounds out a word, the children repeat the sounds after her and find the word on their cards, placing a market on it. The one who first gets five in a row wins and calls "Five in a row."

D. Phonic Talking Letters - Ideal Phonic Talking Letters are cards to be used in teaching sounds. The front of each card has a picture of letter sounds to be taught. The back of the card has a story to illustrate the letter-sound to be taught. Additional exercises and activities to reinforce this learning are also included on each card for each sound.

Conclusion

Lazar (1957) has stated that by individualizing the teacher's approach to reading instruction, some means of dealing with instructional problems may be found: the range of individual differences, the creation of permanent reading interests and tastes, and the avoidance of the harmful effects of inter-pupil competition and rigid academic standards.

When a teacher has acquired a good background of knowledge concerning the nature of individual differences as well as optimum teaching procedures and instructional materials, the instructor will face the challenge of setting each pupil to read and to read as well as he can. The greatest percentage of the knowledge children acquire in their schooling is gained through reading. Knowing this, the teacher faces the responsibility of providing for everyone the most appropriate instruction in skills as well as the best materials available for utilizing these skills for the process of learning or acquiring an education.

Any reading program that is completely effective meets the needs of each child. This is an ambitious undertaking because needs are not always observable in the overt behavior of children. A cooperative effort among teachers, parents, librarians, and administrators will help to identify the true needs of the children. Practically all children can learn to read when the school knows how to motivate them to learn the skills and knowledge they need and creates a completely favorable environment for reading.

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THE EMOTIONAL INVOLVEMENT NECESSARY FOR THE DEVELOPMENT OF THE IMAGINEERING STUDENT

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The deliberate use and influence of effective behavior upon cognitive learning, specifically the development of reading proficiency is a trainable skill, that is, a skill that can be learned by the transfer of knowledge. In the affective domain, our concern is the transfer of feeling.

THE EMOTIONAL INVOLVEMENT OF THE STUDENT

Let us identify a student, either a good reader or not, at this point it makes no difference. He can read. If he wants to improve his reading, he must adapt his reading procedure, that is, he must change it. A teacher, either verbally or by written instruction can suggest ways he can improve his reading. If the student agrees with the teacher, he will change his reading habits according to his understanding of the new methods suggested. He has learned by transfer of knowledge. This is learning in the cognitive domain. As long as the student follows the leadership of the teacher he will advance the level of his reading ability. If the student, at any point in the continuum of self-development, decides that he does not want to learn to read better, his improvement will cease. Any appeal to him to return to the challenge of the cognitive skill of reading falls upon deaf ears, because he has shut himself away from such knowledge as being irrelevant. He has said in effect, "I don't like to read. I don't believe it is necessary for me to read any better." He has made his decision, emotionally, even though the teacher continues to assure him that to improve his reading ability will be beneficial to him. This he understands, but his emotions control his decision, not his mental process.

In effect, the student will allow himself to be changed only if the learning activity fits into his particular set of prejudices. That is, if he likes a given activity he will work to improve his performance. If he does not like the activity, he is insensitive to any suggestions for improvement. Insensitiveness is the emotional involvement that is our concern here, and is an indication of being unaware and unconcerned with results of a given action leading to a condition which might be described as "being culturally unbalanced."

Teaching then is a matter of creating learning situations and the proper reward of learning, according to Jerome S. Bruner, (1963), is for the child to cross the barrier from learning to thinking. Carlyle once observed that in literature the child or primitive man requires only to see an action going on, the more refined person wishes to be made to feel, and the most sophisticated man wants to be moved to think.

THE EMOTIONAL INVOLVEMENT OF THE TEACHER

Because preadolescent children often do not understand why they like or dislike something, their likes and dislikes frequently undergo irrational and capricious change. If a teacher understands this sudden unpredictable bent in the preadolescent mind, he can deliberately plan an activity which he knows will be attractive to such children and in which the children can become emotionally involved. The fact that a child does like an activity means simply that he consents to learn something about it. To learn something about the activity means that he is improving his performance; he is being educated, the objective of the teacher's efforts. The understanding of emotional involvement is the most important part of a teacher's professional equipment. It is not the understanding of the details of how to improve reading ability or playing the piano or throwing a football. The elementary classroom teacher cannot limit expertise to the teaching

of reading, spelling skills, etc., rather the elementary classroom teacher must also have great insight to understanding the preadolescent mind and ways to affect the decisions which that mind makes. This is a definition of a teacher. A teacher who feels unable to cope with the emotions of his students retires to a sanctuary of cognitive learning that he has already pre-judged to be proper for his students. The teacher must be aware that he is consciously using a framework of high expectation for each child.

Creative artists have recognized the influence which the emotions have upon the functions of the human mind for a long, long time. Alexander Pope in "Essay on Man" (1734) seemed to be suggesting that emotions could be identified and studied for the effect that each had on the mind and the decisions it made.

> Love, Hope, and Joy, fair Pleasure's smiling train,
> Hate, Fear, and Grief, the family of Pain,
> These mix'd with art, and to due bounds confin'd
> make and maintain the balance of the mind.

The teacher's function.. "is not unlike the apothecary's. Love, Joy, Fear, Grief are standardized abstractions to be spooned out of their jars and compounded according to prescribed dosages - 'to due bounds confin'd.'" (Max Ways, 1966). If a mind is to be maintained in a balanced rational manner; if it is not to become culturally unbalanced, then the teacher, the apothecary, has to recognize the chemistry of Love, Hope, Joy of Hate, Fear and Grief and learn to use these elements to affect positive and rational decision-making.

A team of producers and researchers at the Children's Television Workshop (producers of Sesame Street) spent the past year studying the problem of reading failure and investigating ways in which television might be used to combat it. It is their conclusion, and the opinion of almost every expert they consulted, that a television program embedding a carefully planned curriculum of reading instruction in a highly entertaining show format could be of considerable value to children who are failing to learn to read in school.

The workshop therefore, proposes to apply its production and research capabilities to the development of a new experimental series of television programs for seven-to-ten year-old children who are experiencing difficulty in learning to read.

The series consists of one hundred thirty, half-hour programs broadcast five days a week for twenty-six weeks primarily via the Public Broadcasting Service. Prime time for home viewing of the program is in the late afternoon in order to provide an extracurricular reading opportunity.

THE DEVELOPMENT OF THE IMAGINEERING STUDENT

Mark Twain told about a visitor to heaven who told St. Peter he wanted to meet the greatest general who had ever lived. St. Peter obligingly pointed out a nearby angel.

"But that isn't the greatest general in the world!" cried the visitor. "I knew that man in life, and he was a mere cobbler."

"I know," said St. Peter, "but if he had been a general he would have been the greatest of them all." (Carnegie Quarterly, 1961).

"Imagineering" is a word coined to imply that the child's imagination must be a part of every learning situation and it must be given a conceptual or structured base to assure a high quality and meaningful endeavor. Jerome S. Bruner (1963) states that "Discovery is a matter of rearranging or transforming evidence in such a way that one is enabled to go beyond the evidence reassembled to additional new insights" Robert Frost said that an esthetic experience begins with delight and leads to wisdom.

Pasteur said that chance favors the prepared mind. These statements imply that there is a process that can be utilized to gain the desired goal. In recent years we have talked about behavioral objectives but the real reason for such terms being included in the current educational jargon must be considered. A listing of some objectives for a music student as stated in the 1929 Music Etude magazine follows:

"Since music will help me: (a) to become cultured; (b) to enjoy life; (c) to entertain friends; (d) to express my emotions; (e) to please my parents-

1. I will bend every effort toward learning music.
2. I will be punctual about my lesson hours.
3. I will pay close attention to my teacher's advice.
4. I will practive every day at a regular hour.
5. I will have a system of practice during this hour.
6. I will count aloud as I play.
7. I will practice first and play games later.
8. I will play for mother's friends when asked.
9. As I progress in music I will learn to love it more."

Compare these objectives with the following:

Given two piano selections the student will choose one of the compositions to study and will identify the form, key of composition, and tempo marking with ninety-five present proficency.

The obvious difference in the two is that the first set of objectives are mainly teacher goals--not student goals, and there-in lies the big difference.

Alfred Whitehead (1929) tells of an incident that points up teaching without student goals. "Some years ago I had a memorable conversation with the ten-year old son of one of my fellow professors. I was walking to class and he was headed for his violin lesson. We fell into conversation, and he complained that he couldn't play any real pieces on the violin yet--only those tiresome exercises. I suggested that this would be remedied as he improved, which led him to respond with melancholy, "But I don't want to improve. I expect I may even get worse."

MATERIALS AND ACTIVITIES FOR CORRELATING THE LANGUAGE ARTS AND THE FINE ARTS

The school must meet the demands of present day children and not make all of the demands. This leads to the fourth section which will be a presentation and consideration of activities and materials that meet this challenge of student goals.

This entire discussion is based on a dictum that it is necessary for a student to consent to learn, that it is necessary for him to emotionally "like" something before he will bother to become involved with it. For purposes of further discussion here, it is necessary to qualify "to like" or the opposite, "to dislike".

According to Bloom's Taxonomy, emotional qualities such as "like" appear in a person's life style at some point after having not been previously present. Such a change can be graphically plotted on what is called a continuum. Whenever a person decides that he can imagine himself in a given role, he has decided that he "likes" the activity that includes this identifiable role. Until such time that he imagines himself in such a role, he probably will express his dislike with phrases as, "I don't like it" or "that's not for me", or "I expect I may even get worse."

Teachers, who believe that learning involves something more than "to tell" and that it is necessary for students to become actively involved in a situation before learning can take place, must design activities which they know will appeal to students and in which students will consent to participate, a student must have a positive, pleasant image of himself before he will become engrossed and be tempted to improve his performance. Without this positive image, all efforts on the part of parents and teachers will be futile, for the negative image is too obnoxious for him to consider.

Materials to create this positive, pleasant image are on the market today and correlate the language arts and music programs of study.

Rhythms to reading published by Bowmar contains a set of twelve books and records. On the record jacket many suggestions are given for vocabulary experiences, echo reading, and word pronunciation.

Singing sounds published by Bowmar contains clever songs to reinforce the consonant being studied.

Haiku produced by Educational Records is an exciting presentation of haiku, senryu, and cinquain.

Learning basic skills through music Volume I and II are produced by Activity Records, Educational Act. Inc. and teach the alphabet and numbers with creative movement songs.

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INDIVIDUALIZED READING AND THE INDIVIDUAL CONFERENCE

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Individualized reading is not new. During the early 1900's many teachers organized pupils into small groups; using reading materials adapted to individual interests, abilities, and needs; varying the amount of reading practice; giving personal attention to individuals; and providing specific forms and phases of instruction adapted to varying needs. Individualized reading has been known as personalized reading instruction, self-selection, reading by invitation, and free-choice reading.

Austin and Morrison (1964) point out that generally the proponents of individualized reading deny the effectiveness of basal readers as the foundation for reading instruction and discard the theory that strict adherence to ability grouping is a desirable method by which to adjust instruction to the needs of individual children. The individualized approach attempts to focus attention on each child by allowing him to select his own reading materials and giving him an opportunity to confer with his teacher for instructional and diagnostic purposes alone or in a small group. Ideally the individualized approach makes possible maximum flexibility in adjusting reading instruction to individual abilities, interests, and needs.

Some of the important issues to consider in individualized reading are: class size, time necessary, books needed, record keeping, independent activities, group activities, teaching of skills, evaluation procedures, and scheduling conferences. (Cutts, 1964)

The smaller the class, the easier it is to operate an individualized reading class. Some proponents of individualized reading suggest that a class size of forty or more can be successfully individualized, but most of the successful classes have fewer than twenty-five.

It is usually recommended that between one and two hours a day be allowed for reading. This period of time may be divided into morning and afternoon periods.

At least three times as many books as children are needed in the classroom library. These may be from the school library, teacher's personal library, paper back books, and student's personal library. The classroom library should have a great variety in content and reading level.

The teachers should keep a cumulative record for each child, noting the book, page, and specific points to keep in mind. A loose leaf notebook is good for this. Students should also keep a record of books read, special problems, and any other pertinent data (Wilson, 1965)

Independent activities must be carefully planned. It is necessary in the early primary grades to have a variety of self-directing, non-reading activities at which children can keep busy for fairly long periods of time. At all grade levels, the students should know exactly what they are to do.

Group activities are used where children are brought together by the teacher on the basis of a common need for help or a common interest. The groups are very temporary and are disbanded as soon as the specific purpose is accomplished.

Phonic principles are usually taught by pointing out features of words to an individual child during a conference and comprehension is checked at this time. In some instances, the teacher does skill teaching in small groups and some teachers may introduce a new skill to the whole class.

Children are encouraged to be evaluated in regard to their own performances. Most emphasis is given to the quantity and quality of books read and to children's expressed feelings about the books. Analysis of skills is usually based on informal observations during conferences.

The conference is the key to success in individualized reading. The general preference is for spending about ten minutes with each child, allowing time for meeting with groups and for sessions in which children discuss or share their reading with one another. Most teachers try to get around the class every three or four days. According to Barbe (1961) it is at this time that the teacher either successfully reaches the child and succeeds in teaching him to read, or fails to reach him. Some teachers schedule conferences themselves while others prefer to have students volunteer. When the students volunteer, the less interested come last and the teacher must assure a conference time for the reluctant student by scheduling if necessary and keeping a record of frequency of conferences.

It is necessary for the teacher and student to make preparation for the conference. It is not necessary for the teacher to have read all of the books in the classroom library. Some of the questions on comprehension and mechanical skills are of such a nature that a teacher can gain insight into the student's preparation, understanding, and appreciation of his reading even if he has not read the book.

In preparation for the conference, the teacher should have some knowledge of the reading materials, some form of record keeping, a standard for the child to reach for, some knowledge of the child, and some materials for further skill development. The teacher may record information during or immediately after the conference. The student should have some idea of what has been written about the conference. The student decides which book he will take to the conference and prepares it according to preplanned standards. He records necessary information in his notebook. He is prepared to discuss the story of his choice and is ready to read a portion aloud.

During the conference proper, the teacher should ask open-ended, thought-provoking questions. The student should not feel that this is a test time but should be relaxed and enjoy the conference. The teacher should be able to assess student's understanding of main idea, value structure, inferential and critical reading, sequence of story, and some knowledge of the author. Guidance for the teacher using individualized instruction is needed in the area of skill development. It is most important that the mechanical skills in reading be taught and that the reading period does not become just a free reading period when there is nothing else to do.

The student's reason for choosing a book offers clues to his personality. It is helpful if the teacher has had guidance training. Oral reading is planned and practiced by the student before the conference. The purpose is to determine how effectively the student can hold an audience. At this time the skilled teacher can diagnose problems but should strive to make this an enjoyable experience for the student. The teacher and student should evaluate progress, plan for an activity or project, and the teacher may offer guidance on selection of books.

Conferences are a team effort where the student and teacher assumes responsibility to make it a successful event. The conference should include on a positive note. The conference can be the key to success or failure in an individualized reading program.

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SIMULATION=STIMULATION FOR COMMUNICATION

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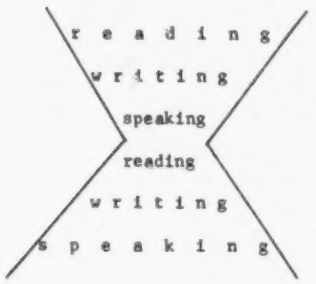
Language arts curriculum is generally defined as including the processes of reading, writing, speaking and listening. These are the arts of communication.

In the classroom of the 60's, children spent a larger proportion of their school day in reading and writing activities. A small segment of the child's day was devoted to speaking. A diagram of his school day involvement illustrates the imbalance of his experiences.



Flander's (1970) classroom analyses completed in the 50's and 60's indicated that in the average classroom someone was talking two-thirds of the time. The teacher spoke approximately seventy percent of this time. Silence or confusion occurred ten percent of the time. Children were left to utilize twenty percent of the time. This twenty percent was shared among 25 to 30 children. These statistics indicate a child could speak less than one percent compared with the teachers' seventy percent.

Hopefully, the individualized school of the 70's will stimulate children to participate in writing and speaking as communication skills. This stimulation must be accomplished by a teacher skill for "non-talking". When teachers stop talking, children can begin to talk.

Teachers in team individualized instructional environments often find pencil and paper tasks prescribed for individual students utilizing such a large segment of the school day; there is no time left for practicing oral speech or creative written expression.

Opportunity for every pupil to interact in groups, to speak before his classmates, and to express himself in writing should be a part of individualized education. Numerous ideas can be generated for encouraging pupil speech practice. According to individualization philosophy, before a pupil is guided into a learning activity, evaluation of pupil need has suggested the activity as appropriate for this particular child.

Theodore W. Parsons (1971) has developed an analysis scheme that allows a teacher to evaluate the speech patterns of pupils in the school environment. During small group involvement he suggests the teacher tape a portion of the dialogue. This dialogue can be analyzed to identify childrens' speech patterns. Insignificant children who never, occasionally, or reluctantly participate are revealed. Children are identified as word, phrase, or sentence speakers.

> Use numerals, 1, 2, and 3 to record sentence, phrase, and word. Entrance of the numerals into the coding form along with participating children's initials provides a record of classroom speech patterns.

Sample Coding Form

Teacher	1	1	2	1		3	1		2				1	1	
Two or More Pupils					3										
New Pupil								1 J		1 M					1 S
Same Pupil											2	1			

1--Sentence

2--Phrase

3--word

Once accomplished, this analysis can be the guidepost for arranging speaking opportunities for pupils. Children's speech patterns and identification of non-participants are guidelines for developing learning activities.

The teacher's repertoire of ideas to encourage oral expression and creative written expression can be increased through consideration of simulation. Simulation may be defined as a technique of modeling some aspects of a real or proposed system, process or environment. The elementary teacher uses simulation to model a real-life situation. In the situation, each pupil is an independent learner who can interact with others and react to differing situations. The simulated situation allows him to use his knowledge and abilities while discovering decision-making skills for himself.

In this paper, simulation includes role-playing, simulation games, and simulated authorship.

Children are highly motivated by simulation. Left to himself, spontaneous simulation is a part of the child's daily play. Simulation, whether it is supported by a game board or developed simply by role assignments, draws the child into expressive situations. The child interacts with others, forms sentences, and poses questions. In well-developed simulation, the child becomes a decision maker. There is low risk in the imput and the consequences are symbolic.

SIMULATION: GAMES

Games designed with playing boards help focus the child's attention and are effective aids to concept development. The board is designed to provide life like situations in which the child must interact and become a decision maker. In an open classroom situation involving sixty second- and third-year children, game boards proved to be the most popular choices of available activities.

"Fun with phones" (Gilliland, Debbie 1971) was one of thirty game boards developed and tested in a methods course at Auburn University.

Generalization: Knowing how to use the telephone directory in finding telephone numbers (personal, business, and emergency) is an important communication skill.

Materials: Game board
6 playing pieces
6 directories teacher developed with yellow pages listings, alphabetical personal listings, and rules for use of telephone.
2 toy telephones
direction sheets

to convince Judy and Pete that you are Robert Bradley, not a talking frog. They are convinced you are not who you keep telling them you are." GO.

Finally, Group D found themselves in a situation which read, "Suddenly three identical people appear claiming to be the real Christopher Miller. Will the real Christopher Miller please step forward? Why did each of you step forward? Each of you convince the other two that you are, without a doubt, the true Christopher Miller." GO.

This exercise should place a conscious image of isolation and rejection upon each child's mind. The loneliness and distaughtness of such feelings is communicated through self-learning while self-teaching. The education of the human reality and need for acceptance becomes concrete. After each child has played a role, all observations which have been recorded could be compiled and studied as a conclusion.

Simulation: Authorship

Popularization of the writing center to encourage simulated authorship can be attributed to Dr. Roach Van Allen. Dr. Allen (1966) cautions the elementary teacher against forced writing situations. Youngsters' memories are rich in experiences that can be written down. The teacher needs to create situations that encourage authorship.

WHAT I THINK I CAN SAY.

WHAT I SAY I CAN WRITE.

WHAT I WRITE I CAN READ.

I will go one step further and add,

WHAT I CAN READ I CAN PORTRAY.

How can a classroom center stimulate creative expression? Simulated situations that recall the child's actual experiences or his daydreams encourage a reaction. Creative writing results when the known is released.

The teacher supplies the catalysts that help past associations bridge the gap to new concepts and ideas. Freedom of movement to and from the writing center needs to be built into the classroom organization.

The center should include crayons, charcoal, words to copy, simple suggestions to encourage picture, word, and sentence expression.

Desk or table space and an open floor space for the artist and author preferring the floor are necessary. Unlined and lined paper should be visable and plentiful. Appropriate dictionaries (picture dictionaries, teacher made dictionaries, pupil developed dictionaries), bulletin boards with ideas and words about the current writing center theme, and attractive manila folders with authorship ideas complete the scene.

Center themes (traveling, sounds, texture, color, shape, animals, games I play) are developed through dictionaries, bulletin boards, and manila folders.

Chance cards: asks questions about rules of usage
Risk cards: situation in which child did not follow directions, a penalty is given.
Playing cards: directions for telephone role playing
Reward cards: collection of five reward cards determines the winner.

Using a spinner to determine a move of from one to three spaces the child takes a turn. The card drawn is determined by the space upon which the child lands. The child can gain reward cards by performing the task on the card drawn correctly.

The game can be varied by requiring a return to "Go" for incorrect answers. This is not necessary because play simply continues around the board until one child has five reward cards.

Sample chance cards: (1) Find the number listed for Bob Jones Gay Street.
(2) Find the number listed for a physician named Dr. Tom Martin.

Sample playing cards: (1) Your mother called the school and left a message for you. Return her call correctly and in a courteous manner.
(2) Your neighbor's house is on fire. Call the fire department and report the fire. Give directions to get to your neighbor's house.

The game board is designed with a continuing sequence of change, playing, and risk squares. The risk card may require a mvoe backwards or the relinguishing of a reward card as the penalty for the infraction described on the card. The corner squares can be reserved for a lose one or gain one reward card if the teacher desires.

Simulation: Role Playing

Role playing, encourages the child to forget himself. Impediments to participation may disappear as the child enjoys interpersonal relationship roles. Roles are assigned and then played extemporaneously. The extemporaneousness distinguishs the activity from dramatization.

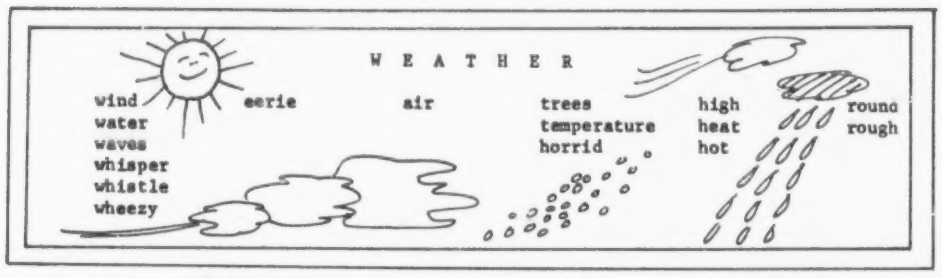
One pre-service classroom teacher (Worhoch, 1971) designed a role-playing situation to provide guidance for her classroom of boys and girls. The behavioral change she sought was language development and a greater willingness for acceptance of fellow classmates.

The class was divided into groups A, B, C, and D. Each group had seven members. With a countoff, 1, 2, 3 played roles assigned in the envelope for their respective group. Four, five, and six observed their choice of one of the three individuals, and number seven observed the total situation and reacted in the follow-up session to what he felt he had observed.

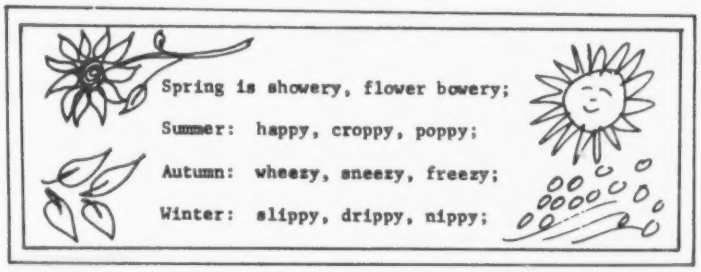
Within Group A's envelope there were instructions which read, "John, you have suddenly become invisible and unable to be heard! You must convince your two best friends, Bill and Jim, that you do exist. Your friends will continue their conversation as if they were the only two holding a conversation in the room. John, you do not know you have suddenly become invisible. GO."

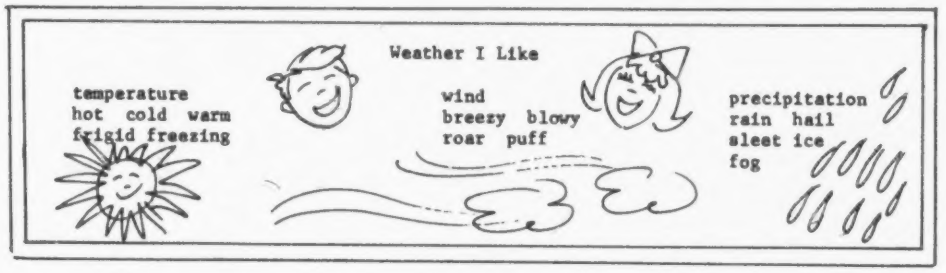
The contents of Group B's envelope were, "Mary, your two best friends have just formed their own very special club in which you have been excluded as a member. They do not want to be bothered as they are making big plans for this club. Convince Jill and Sue that you should be in their club." GO.

Group C attempted to play a role-playing situation which read, "On your way to school one morning, Robert, you suddenly found you had turned into a frog. Attempt



The folders guide the child into a role-playing situation from which he emerges an author. The choice of the pretend situation makes the writing experience a rewarding personal experience. If each folder contains pictures of the folder topic the child can more readily recall his own experiences or develop an imagery experience.





Simulation = Stimulation for Communication

In an individualized situation, simulation can provide stimulation for individual children. Simulated games draw the reluctant speaker into the verbal group. As the game becomes the vocal point, the child is released from his inhibitions. Interaction with his peer group is natural. Role playing encourages free spontaneous expression as the child assumes a pretend role. Creation of pictures, phrases, sentences, paragraphs, and stories can be generated by a writing center. These can become opportunities for oral expression as children share their creations.

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ALTERNATIVES TO WORKBOOKS FOR SKILL DEVELOPMENT

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As with many other concepts in education "individualized reading" evokes no consensual definition among its advocates. To many, individualized reading implies a particular approach to the teaching of reading in which trade books rather than basals are the primary source materials, and though reading instruction can obviously be individualized through this approach, a more comprehensive description appears called for, one which permits a variety of materials and procedures.

In a broad and fundamental sense individualizing reading instruction includes: (1) diagnosis of individuals' reading strengths and weaknesses so that learning strategies may be developed, (2) meeting specific reading skills needs based on the diagnosis, (3) continuous assessment by both student and teacher of individual progress, and (4) the establishment of evaluation criteria based upon individual progress rather than group norms. When these four strands form the thrust of a reading program no single method, material, approach, or technique is sufficient. Individuals rather than group or grade members in to become the target and though several individuals may often share a common need for instruction in a particular skill, and may thus be grouped together as a result of this need, reading instruction is never indiscriminately imparted.

How does the use of workbooks fare in a reading program which focus on individuals? Designed to increase children's reading skill proficiency through written exercises, workbooks are used extensively in the teaching of reading primarily because they (1) are relatively inexpensive, (2) are usually geared closely in skill and content to the widely-used basal reader, and (3) free teachers from the time-consuming task of constructing written exercises for reading skill development.

Alarmingly often, however, workbooks are misused, too frequently serving as exclusive material and method and ignoring other valuable tools and techniques. The inappropriate use of workbooks or any printed learning material militates in many ways against the goal of maximum skill development for all children.

Among the ways in which excessive or indiscriminate use of workbook materials may stymie individual reading progress are: by ignoring the special needs of primary children, by providing insufficient opportunity for student-selected reading materials, and through failing to provide for the diversity of skills needs among children.

Special Needs of Primary Children. From the work of developmental psychologists such as Piaget we know that young children learn best through interaction with concrete objects rather than through verbal or visual abstractions such as speech or writing. Object manipulation and movement in exploration of the immediate environment are essential means of intellectual growth for the young child whose visual and auditory discrimination powers are unrefined and whose intellectual function does not yet include the ability to think and reason abstractly. Excessive demands for paper-pencil seatwork robs children of time needed to explore and converse.

Because learning to read involves recognition of printed symbols, and is thus an abstract act, the establishment of a lucid association between the particular symbol (word) and the child's own experience is vital. Experience charts and individually-dictated stories are valuable resources for early reading instruction because personal experiences, captured in writing, compose the content of reading materials. Use of workbooks often usurps individual and group experience-based story writing, ignoring the need for development of experience-symbol associations so essential for beginning reading. Though important for all children learning to read, experience charts and stories are particularly appropriate for use with Negro and other minority group children whose dialect and limited experiences prevent them from finding meaning in the preponderence of printed materials currently used in teaching beginning reading.

The Importance of Self-Selection. For too many children reading instruction neglects to venture beyond the perimeter established by the basal reader and workbook. Failure to fully utilize trade books in the teaching of reading is unfortunate for their use nurtures the spontaneous and individual purposes for reading that more structured materials so often ignore.

An abundance of interesting, current, exciting, and informative reading materials, from comics to classics and at many levels of reading difficulty, provides both motivation and purpose for reading as well as reinforcement of skills initiated by the basal and workbook.

The Diversity of Skills Needs. Reading skills needs of individual children are variant; therefore, no child should routinely be required to complete any workbook unless diagnostic assessment has shown a need for development of those skills covered by the material. The arbitrarily-set goal to "finish the book" is indefensible within a system of diagnostic teaching. The mechanistic attitude that drill is always reinforcing, and therefore harmless, is both damaging and false, for time spent in needless "busywork" is better expended reinforcing previously-developed skills through student-selected reading.

Though often abused, when employed in conjunction with other techniques and materials workbooks can be valuable and beneficial resources. Among the ways in which they might be supplemented with other materials and methods or altered for an individualized approach to the teaching of reading are: through the use of a reading skills list, by adapting a variety of workbooks to fit particular needs, and through the use of reading games.

The Reading Skills List. The underpinning of any developmental reading program is the teacher's thorough knowledge of reading skills, possession of techniques for diagnostic assessment of individuals in relation to these skills, and the ability to plan for instruction in view of this knowledge.

A detailed skills list, classified according to skill name and approximate sequence and level of difficulty should be among the permanent school records accumulated for each child so that reading progress is easily observable. When each child's skills needs are known to his teachers a variety of materials, often including workbooks, can be used and progress noted. Lists may be developed by school faculties or adopted from one of several available sources. Faculty involvement in the construction is generally most valuable and more desirable than verbatim adoption, however, as the process facilitates growth in knowledge and understanding of the skills.

Although the sequence and classification of reading skills varies somewhat among reading authorities most listings include the following: skills of word recognition, comprehension skills, study skills, and skills of reading appreciation. Within these four categories are contained the specific sub-skills, arranged according to sequence and approximate level of difficulty. Assessment of both strengths and weaknesses is facilitated through use of the list; assessment involves considerably more than a negative tallying of weaknesses and it is crucial that skills strengths are known, reinforced, and increased. The checklist with its level or grade designations should never serve as an instrument for self-concept deflation for grade level is not an absolute standard but rather a statistical concept, an average, and as such is an invalid objective for any aggregate group of individuals. Maximum, continuous progress for each child is the goal of individualized reading.

Though acquisition of specific reading skills is necessary if progress is to occur, mastery of skills taught in isolation does little to promote reading fluency. The results of inordinate teaching of basic sight words by flash technique, apart from meaningful context, has all too frequently revealed the transitory benefits of isolated drill.

Adapting Workbooks. By removing pages from various reading workbooks and filing according to skill name and level of difficulty worksheets for individual needs are made available. The sheets are made self-checking and self-corrective by attaching answer sheets from the teacher's copy of the workbook.

Reading Games. Among the most effective techniques for teaching and reinforcing skills is the use of games. Commercial games may be adapted for use or games may be teacher-made, but whenever possible all game results should be self-evaluative to insure immediate feedback. A special strength of well-designed, self-corrective games is their capability for use independent of the teacher's direct participation. By clearly marking boxes to indicate the physical contents, name of the game, and the skill it is intended to teach, both teacher and student are aided in making choices.

Certain guidelines for purchase and construction are important. First, consider the time and money costs. Several hours spent constructing a game which can be inexpensively purchased is an unwise investment of time. Also, test the durability of the material to be used for construction. Tagboard and other paper materials are generally unsatisfactory for even short-term use. Thirdly, whenever possible involve children in the construction process. A creative and beneficial project for upper elementary students might be to develop teaching games to be used by younger beginning readers. Finally, do not permit games to become instruments for unfair or damaging competition that interferes with the purpose of the game and emotionally injures participants.

Before choosing workbooks or other materials for reading skill development perhaps the most important question to be asked is: Can the skills presented in this material be learned in a more interesting, less isolated, equally effective way? If the answer is a resounding "yes", then alternatives are required. The number of appealing, creative, and productive materials and techniques available is too great to settle for banality and boredom. After all, it is not really sufficient that we teach children to read; our hope is that they will be motivated to continue after having learned how.

THE COMPREHENSION SPIRAL

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The ultimate goal of a reading program should be to enable the student to use reading as a basis for meaningful thought. This goal can occur only when the student understands the printed page and when reading, for him, becomes a process that does involve and further personal growth. Meaningful thought in reading demands the interaction of numerous thinking processes. Sanders (1966) has categorized the processes of cognitive thinking into the following heirarchy:

1. Memory--recognizing or recalling information as given in the reading passage.
   a. Facts
   b. Definitions of terms used, and perhaps explained in the text.
   c. Generalizations--recognizing common characteristics of a group of ideas or things.
   d. Values--a judgment of quality.

2. Translations--expressing ideas in different form of language.

3. Interpretation--trying to see relationships among facts, generalizations, values, et cetera.
   a. Comparative--deciding whether the ideas are the same, different, related or opposed.
   b. Implications--arriving at an idea which depends upon evidence in the passage.
   c. Inductive thinking--applying a generalization to a group of observed facts.
   d. Quantitative--using a number of facts to reach a conclusion.
   e. Cause and Effect--recognizing the events leading to a happening.

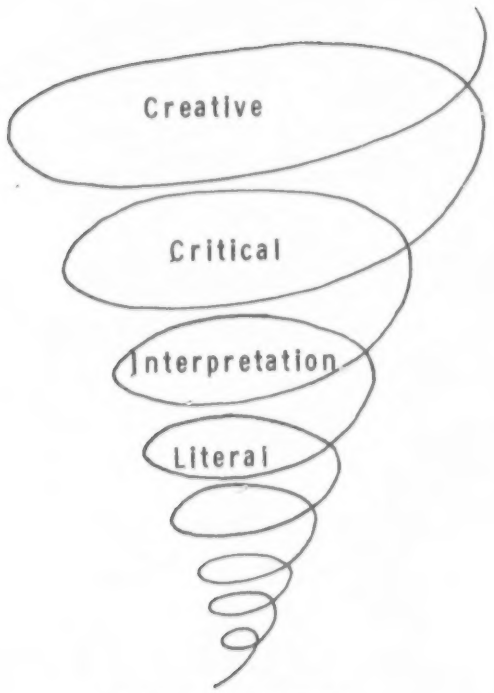
4. Application--solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking.

5. Analysis--recognizing and applying rules of logic to solution of a problem; analyzing an example of reasoning.

6. Synthesis--using original, creative thinking to solve a problem.

7. Evaluation--making judgments based on clearly defined standards.

The skills included in this hierarchy form the core of the comprehension spiral and are necessary for comprehension which leads to involvement and personal growth. The comprehension spiral is a model broad enough to encompass the many facets of understanding the printed page. As suggested in the figure on the following page the comprehension spiral is a model containing increasingly higher levels of comprehensive skills which are continuously expanding from the narrow base and to the infinite vertex.



THE COMPREHENSION SPIRAL

Reading authorities are not in complete agreement as to the different comprehension categories, or of what each category consists. There is, however, general agreement on the four categories which make up the comprehension spiral: (1) literal comprehension, (2) interpretation, (3) critical reading, and (4) creative reading.

The first category, literal comprehension, is the beginning of the spiral. How effectively the students learn the comprehension skills which enable them to ascend the spiral may well be determined by the questions teachers ask. If questions call for a mere regurgitation of facts, only the very lowest of the levels of thinking will be tapped and the goals for reading will not be reached.

Literal Comprehension

These are the skills that form the foundation of all other comprehension skills. As the student progresses through the next categories, he must have mastered the basic skills in literal comprehension and will continually refer to and expand these skills. Nila Smith (1969) labels this level of comprehension as "the lowest rung in the meaning-getting ladder." Questions at this level require pupils to recall or locate facts or details. Such questions involve the lowest level of the thinking process because they usually do not demand that pupils draw conclusions or make judgments.

The skills necessary at this level are:

A. Developing Foundation Skills
   1. Improving Vocabulary Skills.
      a. Guiding development of word meaning.
      b. Sequencing of ideas within a sentence (syntax).
      c. Determining if sentences explain who, what, why, when, where.
      d. Translating colloquial phrases: "cool cats", "wise guy".
      e. Punctuating.
      f. Understanding antecedents or pronoun referents; who, some, they.

2. Understanding organization of units of increasing size: phrase, clause, sentence, paragraph, and whole selection.

3. Summarizing and Organizing.

4. Following Directions.

B. Deriving Meaning from Context.
   1. Locating and remembering main ideas.
   2. Locating and remembering details.

Interpretation

Interpretative skills go beyond the specific and demand higher levels of thinking than literal comprehension. The student must supply meanings not directly stated. He must "read between the lines" for implications and advance to a more abstract level of thinking. Questions which facilitate mastery of interpretative skills should lead pupils to perceive relationships, sense continuity and sequence, make inferences, and draw sound conclusions.

The skills to be mastered at this level are:

A. Perceiving relationships:
   1. Part-whole.
   2. Cause-effect.
   3. General-specific.
   4. Place.
   5. Sequence.
   6. Size.
   7. Time.

B. Anticipating meaning.
   1. Using close procedures.
   2. Predicting what will happen next.
   3. Predicting outcomes.

C. Understanding figurative expressions: "social climbers", "sweep it under the rug."

D. Drawing inferences.
   1. Ideas based on factual statements.
   2. Ideas implied, but not stated.

E. Generalizing.

F. Interpreting Graphics.
   1. Illustrations.
   2. Maps.
   3. Charts.
   4. Tables.

Critical Reading

Critical reading is the "cognitive interaction between facts and values." (Stauffer, 1970). It is based on the mastery of the lower skills and involves the evaluation of quality, value, accuracy, and truth of materials read. Questions should be based on the specific skill to be taught and must be carefully formulated. The critical reading skills include:

A. Investigating Sources.
B. Recognizing Author's Purposes.
C. Distinguishing Opinion and Fact.
D. Forming Judgments.
F. Detecting Propaganda Devices.

Creative Reading

Creative reading is an outgrowth of literal comprehension, interpretation, and critical reading. Inquiry is the basis of all creative reading. In creative reading the individual extends the author's writing and goes beyond it to find the answer to a

question or the solution to a relevant problem. Questions at this level, the vertex of the comprehension spiral, require concrete and abstract thinking and demand creative answers. A variety of responses can be accepted since there are no right or wrong responses. An open-end type of question stimulates a pupil's creative thinking and allows him to freely express himself. This type of thinking must be encouraged from the beginning of formal education. Skills in this level are:

A. Expressing New Ideas.
B. Gaining Additional Insights.
C. Solving Problems. (Applying the content.)

The Teacher as a Facilitator of Learning

Guszak (1967) found that teachers place little emphasis on questions that demand higher levels of thinking. The majority of the almost two thousand questions recorded were focused on recall: 66.5 percent in second grade; 48.4 percent in fourth grade; and 47.6 percent in sixth grade. He concluded that only 13.7 percent of all questions asked in his study demanded any depth of thinking.

In order for students to master comprehension skills, they must be taught by direct methods. Instruction should begin with initial reading and continue throughout the entire school experience. The best method of establishing thinking skills and reading comprehension is through the discussion and teacher-student interaction. The teacher's role in developing these higher level skills must be an active one. She must decide what types of thought she wants elicited from the students and guide this thought through example and careful questioning.

Cushenberry (1969) gives the following guidelines for teaching the comprehension skills:

1. Comprehension is a sum total of many skills.
2. If comprehension skills are to be developed adequately, instruction must be developed adequately, instruction must be of a sequential, direct nature.
3. Meaningful practice must be provided once a skill has been taught.
4. To teach the comprehension skills, reading material at the pupil's instructional reading level must be used.
5. Periodic and continuous evaluation of a child's comprehension skill development should be a part of the total reading instruction.
6. The questioning techniques employed by the teacher will determine to a large extent the reading purposes which will be followed by the pupils.
7. Comprehension skills must be taught by every teacher in every content area from kindergarten through the university levels.

Summary

Piaget says, "...to form minds which can be critical, can verify, and do not accept everything they are offered" (Ripple and Rockcastle, 1964), is the principal of education. This goal can only be realized through the mastery of the presented comprehension spiral. Teachers must create a classroom climate that allows questioning, interchange of ideas and freedom from fear of failure.

Although there is no guarantee that comprehension skills will be developed, the best insurance is to have an understanding teacher to guide and encourage students to think, to inquire, to reflect, to infer, to predict, to evaluate, and to create. The classroom teacher has the responsibility of developing the higher levels of thinking of all children in her classroom.

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WHY INDIVIDUALIZE

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Yes, there always seems to be a better way to do things. There are many and varied methods of teaching reading, and the individualized approach is just one. However, it is one method which is used to a lesser degree.

It seems as though that recently the term "Individual Prescribed Instruction or I.P.I.," has become widely used by educators around the globe. There are as many different definitions of individualized reading probably as there are individual educators. We sit in our classroom of 30 or 35 students and say individualize? How?

We as classroom teachers are looking for practical approach that will work in our situation and produce satisfactory results. Each teacher should design an individualized program to meet the needs of her students that will be workable in her situation.

Many experts in the field of individualized reading suggest that a teacher start out using the individualized approach maybe 2 or 3 days a week until things become organized and running smoothly. This way the teacher is able to gain the confidence needed to guide and direct a good individualized program.

The individual conference is the true heart of a good individualized program. What is the nature and purpose of the individual conference. What is it not?

The conference time is not a time to merely check up on the child's reading or assuring oneself that the child remember every part of every page of the book. The teacher should avoid such statements as, "Tell me about your book" or "Tell me everything you can remember about your book."

The conference is not a time to bombard the child with long list of factual questions about his book. The conference time is not a time when the teacher needs to sit down with a child and have him read long passages orally and try to recall every mistake he makes.

The conference should give the child a chance to reveal his strength as a reader through his personal response to the book he has chosen to read. The conference should develop good rapport between teacher and student and strengthen the student's love for reading.

When a teacher confers with a student about his reading; he should appear pleasant, friendly, and especially interested in order to gain the necessary rapport for establishing mutual respect and trust between teacher and student.

Perhaps the most salient feature about a conference is the one-to-one relationship. This maybe the only time in the week when the student can say, "The teacher is all mine."

The student must respond in one way or the other. It is our job to make the response a positive one concerning his reading progress. We must get reactions from the pupil that will permit us to make proper evaluation of the student's progress.

Above all, other goals of individualized reading should be the development of an honest LOVE and enjoyment of reading. It is our job to make the reading period one of the most enjoyable periods of the school day.

The greater the pleasure associated with reading, the more apt a student is to read and that in itself leads to reading improvements.

Success - breeds - Success.

We must try to MOTIVATE - STIMULATE - and EDUCATE.

EVALUATION AND RECORD KEEPING

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Long before the advent of individualized instruction teachers were using, within the framework of their classroom organization, a teaching approach called diagnostic teaching. An integral part of this teaching approach was record keeping and evaluation. Today's emphasis on individualizing instruction requires that the classroom teacher be able to assume the responsibility for planning and implementing a program of instruction based on an in-depth analysis of the strengths and weaknesses of his pupils. No dichotomy exists between the two approaches to instruction, and the success of the latter approach is dependent on effective record keeping and evaluation.

One of the basic conclusions that reading development studies have produced in recent years is the concept that no single method or approach can be regarded as a panacea to increasing reading effectiveness. Confronted by this conclusion, the classroom teacher would do well to divert his energies and efforts from searching for a one-best method of teaching reading (to the total group) to the task of assessing at the performance of each individual pupil and determining his strengths and weaknesses in the area of reading. The need for record keeping and evaluation is quite crucial in the process of individualizing reading. Indeed, it is the foundation on which the approach is built.

The teacher's role in the process of individualizing reading instruction is undeniably demanding. Burnett (1968) has succinctly stated the teacher's dilemma:

Each class, as well as each individual in a class, poses a unique problem for the teacher. As a professional, he must first of all be equipped to size up the class as a group as well as each individual in the class in terms of strengths and weaknesses, and secondly know how to keep up a constant appraisal while carrying on a program of instruction designed to bring about improved performance in the reading skill areas being taught.

Adequate records can do much to alleviate the teacher's dilemma. The adroit utilization of the information obtained from record keeping can serve as the basis for planning the use of materials, for small group instruction, and for the individual needs of pupils. Of necessity, these records should be as revealing as possible while exhibiting certain characteristics. Harris' guidelines (1962) for a record-keeping scheme have been helpful to many teachers.

(1) The records should provide a maximum of information with a minimum of writing.
(2) Records should be organized so that important points can be easily noticed.
(3) Records should emphasize items which have instructional significance.
(4) A uniform sequence of items makes it easy to compare records of different children, or to compare summaries made at different times on the same child.
(5) A good record-keeping system will call the teacher's attention to kinds of information he should have.

Certain kinds of records that are basic to a good record-keeping system are necessary. These may be placed in a notebook, a card file, or a folder. Spache and Spache (1969) designate five basic types of records to be collected for each child.

The first type record should include the facts acquired from the school's cumulative records and from the previous year's teacher. Such items as the child's age, I.Q., mental age, recent reading test results, reading interests, and general comments on his progress, interest, and difficulties would be included. An important part of this record is the recording of anecdotal incidents that help to shed light on the child's conduct and personality. These observations should be brief, concise, and objective.

The second record is that of the child's instructional, independent, and potential reading levels. These levels should be obtained during the initial inventory conference since they are a prerequisite to diagnostic reading instruction.

The child's oral reading behaviors will constitute a third record. Conferences and classroom notes will serve as a basis for these observations. The use of check lists is particularly helpful in identifying weaknesses and deficiencies in a child's oral reading

A fourth record will contain an analysis of the pupil's oral reading errors. This information can be obtained during the inventory conferences and during any conference in which the child reads orally. To gain as reliable a picture as possible of the child's oral reading errors, the total number of errors analyzed should be close to a hundred. Inclusion of a summary statement for follow-up activities in word recognition skills and sight vocabulary would be included in this record.

The fifth set of records will include notes that each teacher considers essential for judging and guiding the progress of pupils. These may be noted on a card or a notebook page. They should contain such information as titles of books read, the child's reaction to the books, degree of comprehension shown, follow-up activities, and plans for sharing his selections.

Individual and group records can yield a wealth of information about pupil needs and progress. The individual records may reveal the particular skills in which the child manifests deficiencies while the group records may indicate the materials used, the skills to be emphasized, the pupils forming a group, and the next sequence of skills to be developed. Certainly, the teacher should maintain a constant vigilance to see that all groups remain flexible. A close check on and reference to individual and group records will help maintain appropriate flexibility between groups.

Engaging the learner in his personal record keeping, in an individualized reading program may be a strong motivating factor for achievement. Many teachers and educators feel that children can and should keep their own reading records. However, the amount of responsibility, for keep records, that each child can assume, is an important variable that must be considered. The breadth and depth of these records, will vary according to the ability, maturity and past experiences of the particular individual. It is necessary that these records be individual and not competitive. When the learner recognizes the importance of his own record keeping, this should become a very vital and integral part of the individualized reading program.

Involving the learner in his own record keeping will also alleviate some of the burden that is placed upon the teacher in an individualized reading program. It is possible, particularly with a large class, that a teacher could utilize more time in extensive record keeping than in working with children.

It should not be difficult for the learner to accept the responsibility, in an individualized reading program, to keep some accounting of what he has read. The teacher can devise a simple form, on which the child lists the name of the book the author, and merely checks one of the several columns which tells the type of book it is--fiction, animal, biography, non-fiction, science, poetry, etc. The teacher can glance at this sheet and discover the particular reading interest of the child. This will also enable the teacher to guide the individual toward the selection of other types of reading material, thereby eventually exposing the child to much of the reading material that is available.

The child should also be able to summarize briefly what he has read each day. This makes it necessary for the child to think about what he has read. However, excessive writing can have an adverse effect upon the child. Any enjoyment that the child has gained from reading a selection can be stifled is he has to answer a multitude of questions or if he has to give a detailed account of what he has read. If this were to occur, the learner would spend entirely too much time writing, and his reading progress would suffer.

It should be sufficient for the child to briefly summarize the highlights of what he has read in a few sentences. At this time, the child could also write his personal reactions to what he has read. This will enable him to become more critical of his reading material. The learner should also attempt to evaluate his own reading performance for that day.

Sandberg (1966) recommends that only the last five minutes of the daily reading period be devoted to writing. The time limitation necessitates that the comments be brief. Sufficient time should be devoted to teaching children how to summarize their readings and how to write a concise, well-done summary.

There are other methods that children can utilize to keep their own records. For example, they can keep a vocabulary booklet. The child can note unfamiliar words, or words that are of particular interest to him. It can be helpful if the child indicates where he found these words. When the teacher talks with the child about his new words she might gain knowledge and insight as to the depth of the child's thinking and the particular word attack skills he is using. It should also indicate any deficiencies in word attack skills the child may have. The sharing of book reports is also another way to keep a record of the types of material being selected by the child. There are many creative ways that children can keep records of what they have been reading. For instance, some children may wish to write riddles or draw pictures of story characters they have met. Drawing pictures is one way to engage the primary student in record keeping. This is particularly good if the child has a limited writing vocabulary.

Children can become involved with the authors of their favorite books by writing a letter to the author expressing their feelings about the book.

These different kinds of record keeping that involve the learner can cause him to expand his reading interests, to enjoy reading, and to increase the amount of books that he reads.

Tyler (1958) saw evaluation as a growing conception. Once used as a term to cover the process of appraising the results of learning, it has evolved into a process involving educational objectives, educational tests and measurements, the appraisal of the learner's characteristics, and the assessment of learning conditions. In alignment with this concept, evaluation in individualized reading has a definite formative emphasis. It is used to answer questions pertaining to the effectiveness of the program in helping children attain the objectives of the reading program and their personal objectives in the continual process of "becoming." On the basis of evaluation, the program undergoes continuous change and evaluation becomes an integral part of the change cycle.

Evaluation is inextricably interwoven with the goals and objectives of the reading program and the curriculum is directly related to the attainment of these objectives. The curriculum is refined by adjustment of learning systems in order to accomplish the objectives more effectively. Evaluation, a continuous process, is simply the means by which the teacher determines the success or lack of it in his teaching efforts.

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THE PERSON IN THE READING PROGRAM

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Professors of Education--myself included--tend to address themselves mostly to the methodology--the how-to-do-it--of teaching. This is, I suppose, as it ought to be, for in order to focus instruction we must first have a clear notion of what the task is and how to tackle it. Unfortunately, though, such an emphasis tends to stress the manipulation of pupils rather than the participation of each pupil in the learning process. Thus, if we believe that active participation is an important aspect of efficient learning, then we are confronted with a dilemma. The horns of the dilemma are these: Emphasis on teaching on the one hand and emphasis on learning on the other.

While I hasten to admit that the dilemma is an artificial one of our own making, I would also hasten to insist that it does exist and that it causes us much difficulty as we seek ways to increase reading ability. We were, of course, speaking to the same problem in the opening pages of Administering the School Reading Program (Otto & Smith, 1970). This is what we said:

> "Individuals are unique. Their rates of physical development vary; they are exposed to and shaped by an almost limitless variety of experiences; their styles and paces of learning differ; and they appear to be capable of learning different things to different levels of mastery. No single concept from psychology is more widely accepted by educators than that of individual differences, and no single aspect of education is receiving more attention from educators than schemes for individualizing instruction in the schools. Yet acceptance of the concepts of individual psychology and individualized instruction have not led to the solution of all--or even many--of the instructional problems attendant on individual uniqueness. Much of the labeling, categorizing, filing, profiling, and cross-filing that has been done is little more than a tentative step in what appears now to be the right direction. Furthermore, in our zealous attempts to understand and to provide for the individual we tend often to forget about the person.
>
> MacDonald (1965) has discussed the individual-person paradox: 'The person . . . in contrast with the individual, is not prized for his uniqueness. . . . The person is valued because of what he shares in common with all other persons: the human condition. . . . It is not the uniqueness of the individual in terms of his personal perceptions, idiosyncratic needs, desires and motives that make him of value, but his common human status.' And he concludes, 'To treat persons as individuals (in the psychological sense) is in essence to treat them as objects for our study and control.'"

Our intent there was to consider a dichotomy that merits attention when readers and reading instruction are discussed. This is what we suggested:

> "Individuals are indeed unique, and they do indeed seem to respond to instruction that is sensitive to their idiosyncratic strengths and weaknesses. Ultimately, though, the acceptance of these facts can--and often does--cause students to be treated as if they were little more than 'objects for our study and control,' as MacDonald put it. In this case, what began as a sound and desirable attempt to personalize instruction becomes an extremely impersonal complex of procedures and categories. We ought not to lose sight of the person as we focus upon the individual. The individual may be classified as a disabled reader and referred for remedial instruction because of his unique problems, but the person must continue to operate in the classroom because of his common human status. The individual may be assessed in terms of his reading skill development,

categorized according to his strengths and weaknesses, and taught according to his strengths and weaknesses, and taught according to his own characteristics; but the person must remain unclassified, free to strive and to attain according to his own efforts and hopes.

We can begin to resolve the teaching-learning dilemma, in my opinion, if we will take care to think concurrently of the individual and of the person. If we can manage to do this, we will be in a position to provide the kind of teaching that facilitates instruction. Let us, then, consider first some guidelines for the facilitation of learning--where the focus is on the person (or on learning)--second a framework for organizing instruction--where the focus is on the individual (or on teaching)--and, finally, some guidelines based on sound learning principles, where there is an attempt to get it all together.

Guidelines for the Facilitation of Learning

Carl Rogers (1969, Chapter 7) has listed what he calls "principles or hypotheses" relevant to the facilitation of learning. Viewed in the present context as a set of assumptions, Rogers' points can aid in the facilitation of learning for they all have to do with the pupil as a person.

1. Human beings have a natural potentiality for learning. Rogers' main point is that human beings are curious and eager to learn unless or until their enthusiasm is blunted by unsatisfactory learning experiences. All of us have observed what happens when a child fails in reading for any of a countless number of reasons: Understandably enough his enthusiasm for reading is blunted; but, more important, his belief in his "natural potentiality for learning"--at least for the kind that typically takes place in a school context—is shaken. It is this lack of confidence that makes learning such a difficult task for most disabled readers. As I see it, then, the teachers' main task is to see that each learner has the success experiences that will permit him to believe in himself as a learner. We shall return to this point a bit later.

2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes. Phonics generalizations, sight words, multiplication facts, legible letter forms--all of these will be learned most efficiently by a student who sees their relevance to his own purposes. Teachers will be most helpful when they make it a point, first, to discover what subject matter is most relevant for an individual student at a given point in time and, second, to discover what can be done to demonstrate the relevance of subject matter as it is presented. I am NOT suggesting that students be abandoned to seek their own curriculum. I AM suggesting that teachers must always be concerned about the relevance of subject matter for each student at any given point in time. This means that the concept of readiness must be extended to all levels if each person is to be given the consideration he requires.

3. Learning which involves a change in self organization--in the perception of oneself--is threatening and tends to be resisted. Iscoe (1964) was talking to this point when he discussed the logical dilemma of the bright, underachieving child. Otto (1965) summarized the dilemma: "...if a bright child who has been doing unsatisfactory work begins, for any of a great number of reasons, to do acceptable work his parents and/or teachers are likely to tell him that they knew all along that he could do it if he would only try harder. In effect, the child's new success earns him not praise for doing well now but criticism for having done badly before. Thus, the horns of the dilemma are: (a) to continue to do well and be blamed, and (b) to go back to underachieving and be blamed." Teachers who recognize the possibility of such a dilemma or others like it are in a position to help students to resolve them.

The next two points are closely related:

4. Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.

5. When threat to the self is low, experience can be perceived in different fashion and learning can proceed. Taken together, the two points underscore the need to remove external pressures and all potential sources of ridicule or scorn from the learning situation. The sources of external pressure are virtually infinite.

The child who speaks a neighborhood dialect may be threatened by the standard English he encounters in his teachers and in the books he reads.

The youngest of several siblings may be threatened by the prospect of learning to read if she thinks that doing so will eliminate her dependence, which she sees as her last remaining claim to parental attention. "Big girls" can read, but "big girls" cannot expect much attention from busy parents.

And, of course, children with reading problems have good reason for feeling threatened and inadequate. They do not need to be told that they are lazy, or that they need to try harder, or that they are going to receive a low grade.

Teachers can contribute understanding, support, success experiences and help with devising means for <u>self</u> evaluation.

6. <u>Much significant learning is acquired through doing</u>. Any remedial teacher who has seen the spurt in learning that usually accompanies introduction of a driver's manual as the basic text with teen-age disabled readers needs no further evidence that this assumption is sound.

The same sort of highly motivated, successful learning is likely to take place whenever teachers are able to present subject matter that is so relevant to pupils' developmental concerns.

And four final points:

7. <u>Learning is facilitated when the student participates responsibly in the learning process</u>.

8. <u>Self-initiated learning which involves the whole person of the learner--feelings as well as intellect--is the most lasting and pervasive</u>.

9. <u>Independence, creativity, self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance</u>.

10. <u>The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change</u>. The last four assumptions have a single theme. They call for the involvement of the learner in his own learning. They underscore the need for teachers to have a positive perception of each learner's potential for progress through total participation, self-assessment and self-direction.

Rogers' main assumption, the one that is implicit in all the others, is that human beings will learn, that they have a "natural potentiality for learning." But if this is so, and I think it is, then <u>what is</u> the function of teaching? Frieder (1970) suggested an answer in a discussion of the teacher's role as motivator: "All children learn; the issue is whether or not we can teach children what we want them to know. There are a number of prerequisites to solving this problem: We must, for example, decide what it is, exactly, that we want children to learn; which children already know it; how we can teach it to the rest; and how we will know when they have learned it. In fact, there are so many areas of concern in the field of education, and they overlap so widely, that one of the first necessities in attempting to solve the problem of teaching children what we want them to know is developing an organized approach to the problem."

There, I think, is the resolution to the teaching-learning dilemma: the function of teaching is to help learners focus on what they need to know. To do this effectively, we need a way to organize instruction. I should like to suggest a framework for organizing instruction with specific reference to the development of essential skills in reading.

A Framework for Organizing Instruction

The framework includes the following: identification of essential content, statement of objectives, assessment of skill development, identification of appropriate teaching/learning activities, and evaluation.

<u>Essential Content</u>. The most basic task in a skill centered approach to teaching reading is the identification of content which is considered to be essential to

success. Unless and until this is done there can be no truly focused instruction; instead, instructional efforts will tend to be dispersed, shotgun style, at the discretion of each teacher. Yet the fact is that up to the present time efforts to specify essential content have been rare and not very definitive except in the basic skill areas, where essential content amounts mainly to essential skills.

Even when the focus is limited to the basic skill areas, I am not suggesting that the essential skills identified in any area must have universal support. In the absence of definitive empirical data, opinions about what is essential are likely to differ for the foreseeable future. What I AM suggesting is that reading teachers ought to be satisfied that they have a clear notion of what they feel are the essential reading skills, hopefully with consensual support from their fellow teachers. If there is at least local agreement on essential skills, then the identification of pupils' skill deficiencies and focused skill teaching can proceed in a reasonably straightforward manner.

(Parenthetically, I must point out that I am involved as Principal Investigator in developing the Wisconsin Design for Reading Skill Development (Otto and Askov, 1970) at the Wisconsin Research and Development Center for Cognitive Learning. The Design, which hopefully includes all of the components required for a skill-centered approach to reading instruction, includes a collection of what we feel--on the basis of historical, consensual, and limited empirical support--are essential skills. The point here is that very carefully compiled lists of essential reading skills are available. And I am painfully aware of their limitations.)

Objectives. Once essential skills have been identified, the next step is to specify objectives in behavioral terms for each skill. A meaningfully stated objective (1) identifies and describes behaviors considered appropriate to a desired outcome, and (2) may specify the conditions under which the behavior is expected to occur. Objectives that are so stated permit reasonably straightforward decisions regarding (1) experiences that are most likely to produce the desired behaviors, (2) situations in which the behaviors are appropriate, and (3) the success or failure of the approach designed to produce the behavior.

I believe that objectives with regard to essential skills should specify mastery levels for performance. Each student should be expected to attain mastery --e.g., 80% or better of the related test items--for each objective. A student's performance, then, is assessed with regard to an absolute or criterion referent--i.e., the objective--rather than a relative or norm referent--i.e., the performance of his peers. Mastery learning is gaining solid support in all areas (Bloom, 1968; Bruner, 1960; Carroll, 1963; Mayo, 1970), but I am convinced that it is imperative in the basic skill areas, where the foundations are laid for all subsequent learning.

Assessment. Adequately stated objectives serve to define essential skills in terms of observable behaviors. They permit examination of the skill development status of individuals in order to determine their strengths and weaknesses. This examination of specific skill development can proceed through the use of formal, paper-and-pencil tests or informal observations of relevant behaviors. In either case, the objective serves to specify the relevant behaviors and permits the teacher to determine which skills have not been mastered.

Instruction. Adequately focused instruction, then, depends on objectives and assessment: once the teacher has decided what constitutes adequate performance with regard to specific skills he is in a position to determine the current skill development status of individuals. Then he can devise appropriate instruction to meet individual pupils' needs for specific skill development. In practice, this means that the teacher selects from the array of available instructional materials and activities those that appear to be most appropriate for a given student in a given situation at a given point in time.

This is the place at which the teacher must assume major responsibility. At the present time virtually no definitive knowledge has been generated regarding the systematic matching of students and instruction. Frieder (1970) put it well, although in somewhat different terms: "Many alternatives are currently available to the prescriber in the areas of media and strategies; but despite the advances in diagnosis and instruction, research has provided little concrete information about the prescriber's task--putting diagnosis and instruction together to reach objectives." (p. 29) Thus the task of working out the details of instruction rests squarely with the teacher. Yet, while there will always be a number of ways

to pursue a given objective, well stated objectives will, at the very least, specify the goals of instruction.

Evaluation. Finally, evaluation is necessary in the present framework for it provides a check on all of the other components. In the area of reading the payoff from the sequence that goes from identification of essential skills to statement of objectives to assessment of individual's specific skill development to focused instruction is functional reading ability, the ability to cope with the reading tasks encountered both in and out of school. If the desired end product is not forthcoming, then there is reason to examine each of the components to determine where the process has broken down.

Last word. The framework is based on an assumption: If essential subskills are mastered, then functional reading ability will be attained. While the assumption has the support of logic, there is only limited empirical support at the present time. We are now seeking further empirical support in our field test of the Wisconsin Design. Whatever the outcome with regard to that particular approach, I feel that the framework suggested represents a viable means for helping learners to focus on what they need to know.

Guidelines for Efficient Teaching

Finally, I would like to suggest some guidelines for efficient teaching that make an attempt to give concurrent consideration to the individual and the person. The guidelines are adapted from a book (Otto and McMenemy, 1966) on corrective and remedial teaching that Dick McMenemy and I wrote when I lived in Oregon. In the original version they are directed explicitly to remedial teachers and the remedial teaching situation. I make no apology for this. As I gain more experience I become more convinced that good remedial teaching is really nothing more or less than good teaching at its best. If we were all as careful in focusing our developmental teaching as we are in focusing remedial teaching, the need to talk about two kinds of teaching would probably cease to exist.

Here, then, are ten guidelines for efficient teaching that are based upon what I feel are sound learning principles. Note that attainment of the goal set in the first guideline is more effectively reached through application of the remaining guidelines.

1. Secure the learner's cooperation. An active participant is a more efficient learner than a passive spectator and, ultimately, the success or failure of teaching efforts depends on the involvement of the learner. Each of the guidelines that follow is designed to secure the learner's involvement by focusing upon his personal strengths and weaknesses.

2. Offer instruction at the learner's level. To do this, the teacher must first look carefully at the student's current level of skill development and at his status with regard to mastery and non-mastery of essential skills. Once this is done, the next step is bring to bear the most appropriate instructional techniques and materials. The goal is to match students and instruction. Access to and familiarity with a wide variety of instructional materials at various levels will help to enable teachers to make such matches. Application of the framework discussed earlier will, of course, be helpful in translating the guideline to action.

3. Take small steps. The teacher will do well to borrow a basic tenet of programmed instruction: Make each step so small that a correct response is virtually assured. For example, if the improvement of handwriting were the goal, it would not be realistic to expect the student to move directly from habitual illegible letter forms to the perfect models provided by commercial materials. Instead, the student should be led toward the goal through a series of minimal changes for which interim models are provided. Likewise, if the general goal is, say, improved language usage, the teacher should help the student to establish interim goals that emphasize the elimination of certain specific faulty forms.

   In this connection the teacher should also help the student to set realistic goals for himself. Unless the student perceives a small step as one that is significant, he is not likely to be satisfied with the small step.

4. Reinforce success. In many instances a success experience is its own reinforcement. The assumption in most programmed learning, for example, is that small steps insure correct responses and that correct responses are rewarding to the learner. A related assumption is that the learner will have immediate knowledge of results, i.e., he will know whether or not his response was correct. The latter is particularly important if the learning experience is to be reasonably self sustaining. One of the main advantages of a one-to-one tutorial situation is that the teacher is constantly available to provide immediate knowledge of results.

   Reinforcement can, of course, be either tangible (a jelly bean, a dime, a gold star) or intangible (a smile, a nod, confirmation of a correct response), depending upon the maturity, perception and needs of the individuals involved. The effective teacher knows when a student perceives a success experience and what constitutes reinforcement for that particular student at that particular moment. Ultimately the student must come to recognize his own mistakes and to derive satisfaction from his success.

5. Keep learning tasks and materials meaningful. The results of countless research studies demonstrate the fact that meaningful tasks and materials are mastered more readily than materials that have limited meaning or tasks that are not clearly understood. The problem is not merely to be sure that tasks and materials presented have inherent meaning, for the use of nonsense materials is generally limited to experimental settings. The teacher must be constantly alert to see that materials are meaningful for the particular students being taught and that assigned tasks are understood. For example, the statement "Intelligence quotient equals MA divided by CA," has meaning for most teachers, but it would not be meaningful to most of their students because they lack the basic concepts. Students must understand what is presented if they are to learn efficiently.

6. Facilitate remembering. Researchers usually get at memory by studying forgetting, and most psychologists agree that forgetting is due primarily to interference (Kausler, 1966). That is, old learnings tend to stand in the way of new learning, and new learnings tend to blur old learnings because similarities in what is known and what is freshly learned tend to merge, thus interfering with both efficient learning and remembering. The teacher can combat interference by taking care to see that the unique features of each new learning are stressed and understood; the more clear the differentiation, the less likely that the interference will cause forgetting. In spelling, for example, the ie in words like field and yield would be stressed; in letter perception, the difference between similar letters like p and q and b and d; in sight word recognition the unique characteristics of then and than. But it should be remembered that while "merging together" causes interference and forgetting, a similar process also enables us to grasp useful relationships and to generalize. Thus, the suggestion here is not that teachers should refrain from pointing out similarities and relationships when appropriate.

   With some tasks, the best means to facilitate remembering is to provide for overlearning. In the basic skill areas a number of tasks should appropriately be overlearned through repetitive practice (drill). Production of letter forms in handwriting, for example, should be overlearned to the point of being automatized (made without conscious thought of the muscular movements involved). Service words in reading (this, that, then, and, but, etc.) should be overlearned to the point where they are recognized instantly fairly early in the learning-to-read process. The multiplication tables and proper language forms, too, should be overlearned to the point of instant recall and automatic use.

7. Encourage pupil discovery of relationships. When students are able to discover important relationships and generalizations for themselves, transfer to new tasks and situations is better. For example, a phonics principle that is merely presented by the teacher and memorized by the student is not as likely to be applied in independent reading as a generalization that is discovered by the student. Likewise, relationships in arithmetic are more likely to be understood and applied when they are discovered by the student.

Of course I am not suggesting that the student be abandoned to proceed at random as he seeks to make his own discoveries. The point is that the learning sequence should be so structured that the student is led to the place where relationships and generalizations are clear and self-discovery is a logical next step. Many of the basal reader series, for example, do a good job of leading students to self-discovery of phonics principles. The teacher's role, then, is not to impose relationships but to provide the setting that permits them to emerge. The necessary next step is to provide opportunities for the pupil to apply the relationships he has learned.

8. Guard against motivation that is too intense. Too much of any good thing can be harmful. Motivation that is too intense is likely to be accompanied by distracting emotions and limited cue utilization, both of which interfere with efficient learning. Some workers have suggested that learning is facilitated until motivation reaches an intermediate level and that any further increase in motivation results in decreased learning efficiency. (Weiner, 1969) Intense motivation appears to be particularly debilitating when the learning task is complex.

   Movement along a continuum that goes from healthy achievement motivation to anxiety to fear will differ greatly from one student to another, so it is difficult to generalize about optimum motivation for individuals. The teacher can, however, be sensitive to symptoms of anxiety and fear and adapt his motivational techniques as needed.

9. Provide spaced practice. Perhaps little can be done to glamorize the overlearning recommended for certain basic tasks, e.g., sight recognition of frequently used words, automatized production of letter forms. Nevertheless, there is evidence that where there is high response similarity--e.g., sight words are similar in configuration: horse-house, then-them; letter forms are similar in conformation: d-b, p-q, m-n--spaced or distributed practice will produce better results than massed practice (Underwood, 1961; Keppel, 1964); and there is evidence that long term retention is improved by spaced practice.

10. Build a backlog of success experiences. Some years ago Hilgard (1966, p. 486) expressed his belief that tolerance for failure is based largely upon a backlog of success. On the basis of my observations, I agree. The learner who has a history of success experiences has that to sustain his efforts when he encounters difficulty. The student with learning problems, on the other hand, expects to fail in academic areas and has little reason to try again when he fails at a given task. An extremely important function of an effective teacher, then, is to see that each student adds regularly to his store of success experiences.

And so we have returned to a complement to Rogers' first assumption: "Each human being has a natural potentiality for learning." If we, as teachers, can do even a mediocre job of helping students to build a backlog of success, we will have contributed materially to insuring that each student recognizes that potentiality in himself. And that, it seems to me, is the most significant contribution we can make.

A Final Word

I would like very much to be able to conclude with a quotation from Eric Hoffer (1955, p. 12): "Where there is the necessary technical skill to move mountains, there is no need for the faith to move mountains." That would mean that I had succeeded in convincing myself that we have a technology in education that permits us to solve all of our problems. But I'm not convinced. So instead I shall conclude with a quote from Carl Rogers (1969, 217-218): "It is my contention that tomorrow's educator, whether the humblest kindergarten teacher, or the president of a great university, must know, at the deepest personal level, the stance he takes in life. Unless he has true convictions as to how his values are arrived at, what sort of an individual he hopes will emerge from his educational organization, whether he is manipulating human robots, or dealing with free individual persons, and what kind of a relationship he is striving to build with these persons, he will have failed not only his profession, but his culture."

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IN CONCLUSION

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Several definitions of individualized reading are offered in this volume. Dr. Otto, in the opening paper, is referring to a competency based program emphasizing mastery of the reading skills while other consultants are describing reading programs in which the student writes or selects a great portion of his reading materials. Still other authors alluded to an individualized reading program as one which meets the needs of the individual child.

Although a variety of techniques and methods which may lead toward individualization are discussed, the authors are in agreement concerning many of the tasks of a teacher in an individualized reading program. The classroom teacher must assume the responsibility of making an adequate diagnosis and assisting learners in acquiring needed reading skills to focus upon what they need to know. The teacher's role includes organizing instruction as well as the implimentation of a greater variety of meaningful activities and appropriate media for reading instruction. Implicit in such a role is the task of keeping accurate and useful records by both teacher and student.

Adequate instruction in the skills of reading should be avabilable for each child. Dr. Otto maintains that adequate instruction in skill development must be provided before other reasons for reading disability are offered. He expresses the opinion that relatively few cases of reading disability are caused by neurological impairment or other exotic reasons.

In attaining the goal of adequate skill instruction, the critical variable seems to be the teacher of reading rather than the method of teaching reading. Teachers of reading must be qualified, i.e. to know how children learn, to know the reading skills and how to teach them, to know diagnostic and remedial techniques. The reading teacher must use her knowledge and ingenuity to provide an adequate skills program commensurate with the learning styles of her children. School systems must assume the responsibility of continuous inservice education in reading colleges. Colleges and universities must extend and improve their preparation of prospective teachers of reading. A greater number of answers must be provided from sound research regarding how children learn to read and why children are successful in reading. Total commitment from everyone involved is vital if every child is to become a reader.

Appendix

INFORMAL SURVEY--WORD ANALYSIS SKILLS
RONALD G. NOLAND, AUBURN UNIVERSITY READING CLINIC
EXPERIMENTAL EDITION

Student Name _____ Age _____

Date of Test _____ Examiner _____

1. Test of names of letters - "Tell me the names of these letters"

m D f G u M a N g V x C h P i F

r Y S n R s W t B c z k l b Q j

V e A o X H O p Z W I d E v T k

q J L y

2A. consonant sounds-single (isolation)-"What sounds do these make"

b, c, (cat, cent), d, f, g, (goat, gem) h j k l m n p

q, (k-conquer, kw-quick) r s t v w

2B. consonant sounds-single (In words and nonsense words)

"Pronounce the words" - 1) dig had bell pit torn lamb rink ram cent

"Read these nonsense words" - 2) kune bol fim con teb jur siv lep ded

3A. Consonant blends (isolation) "What sounds do these make"

st fr sc bl pr cr sm sl sk dr

br fl sw sn gr sp gl tr pl str

3B. Consonant blends (In words and nonsense words)

"Read these words" - 1) black brown cream drop fly from glad grow

plum proud scan slap skid smear snip sport stamp strike swing trap

"Pronounce these nonsense words" - 2) blem drup frat glub pril scem stin

4A. Consonant Digraphs (isolation) "How do these sound - pronounce them"

ch sh th ph wh

4B. Consonant Digraphs (in words and nonsense words)

"Read these words" - 1) think shout chicken while phrase

"Read these nonsense words" - 2) whill chold thang shab phin

5. Vowel Principles -

1. Vowel combinations (dipthongs) "Pronounce these nonsense words for me"

boit saut faw gow hev

2. final e (nonsense) "Read these nonsense words"

gake tobe bive mave sipe

3. final e (paired words) - "Pronounce these word pairs" - fire-fir

ripe-rip fine-fin spine-spin dime-dim

4. Double vowels - "Say these" - ceive feam bain leet hiel

6A. Vowels - Short and long sounds (in isolation):

"Tell me the short sounds of these vowels." 1) i o a e u (short)

"Now tell me the long sounds of these vowels." 2) a i u e o (long)

6B. Vowels: Short vowel sounds in words" "Pronounce these words"

had lid get lot fun

7. Rhyming Elements: "Tell me 2 words which rhyme with each of these"

fan rat cake met call (optional use - sit, hill)

8A. Affixes (isolated) "Pronounce these words parts"

con tion ment ed ly er ing dis pre ness

8B. Affixes (in words) "Pronounce these words"

across compress kindness disappear inside

actor unfaithful candies contract retarded

9. Syllabication" "Divide these words into syllables by pronouncing them for me"

batter vation jaller ondol fountry

dillrot cadle olfuring latty altem

10A. Auditory Discrimination (Paired words): "Tell me if these words are the same or different. Try this one:"

cat-cap dog-bog bid-let down-frown hat-jet den-ten

10B. Auditory Discrimination (group words) - "I am going to say these words, two of the words begin with the same letter. Tell me the word which has a different beginning sound. Try this - deep-peep-down."

dip-deed-tell game-do-dame must-muff-jump

bake-take-ball first-burst-fish

11. Auditory blending - "I am going to say some sounds slowly and you tell me what the words are. Example (Give sounds at rate of 1/2 sec. for each sound. t-ap, h-i-t"

1. i-f 2. b-y 3. h-ow 4. m-e 5. a-t

1. c-at 2. l-ake 3. d-ime 4. pl-ay 5. st-op

1. f-a-t 2. m-a-d 3. b-oo-st 4. r-es-t 5. l-e-t

12. Contextual Skills: "Choose the missing word" Read the sentence to student and supply the choices.

1. Don has a _____ a. happy b. book c. slim d. air
2. He is _____ it. a. reader b. mask c. throwing d. car
3. Mary rode a brown and white _____. a. house b. horse c. hoof d. home.
4. Sam went to the store to _____ some bread. a. hot b. brisk c. buy d. bleak

Summary of skills. Student needs assistance in:

1. Names of Letters (test 1) ____
2. Consonant Sounds (Test 2A, 2B) ____
3. Blends (Test 3A, 3B) ____
4. Diagraphs (Test 4A, 4B) ____
5. Vowel Principles (Test 5) ____
6. Short and Long vowels (Test 6A, 6B) ____
7. Rhyming Elements (Test 7) ____
8. Affixes (Test 8A, 8B) ____
9. Syllabication (Test 9) ____
10. Auditory Discrimination (Test 10A, 10B) ____
11. Auditory Blending (Test A) ____
12. Context Skills (Test 12) ____

REMARKS:

INFORMAL SURVEY - WORD ANALYSIS SKILLS
RONALD G. NOLAND, AUBURN UNIVERSITY READING CLINIC

STUDENT COPY

1. m D f G u M a N g V x C h P i F
r Y S n R e W t B c z K l b Q j
V e A o X H O p Z W I d E v T k
q J L y

2A. b c d f g h j k l m n p q r s
t v w

2B. 1) dig had bell pit torn lamb rink ram cent
2) kune bol fim con teb jur siv lep ded

77

3A. st fr sc bl pr cr sm sl sk dr
br fl sw sn gr sp gl tr pl str

3B. 1) black brown cream drop fly from glad grow plum proud
scan slap skid smear snip sport stamp strike swing trap
2) blem drup frat glub pril scem stin

4A. ch sh th ph wh

4B. 1) think shout chicken while phrase
2) whill chold thang shab phin

5. 1. boit saut faw gow hew
2. gake tobe bive mave sipe
3. fire-fir ripe-rip fine-fin spine-spin dime-dim
4. ceive feam bain leet hiel

6A. 1) i o a e u
2) a i u e o

6B. had lid get lot fun

7. fan rat cake met call (sit, hill)

8A. con tion ment ed ly er ing dis pre ness

8B. across compress kindness disappear inside
actor unfaithful candies contract retarded

9. bater vation jaller ondol fountry
dillrot cadle olfuring latty altem

INFORMAL READING PROGRESS INVENTORY

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Problem Identified ☒ Problem Present but Improved ▱
Adequate Development ☐ Problem Not Evaluated N.E.

NAME _____ AGE ____

NO. OF YRS. IN SCHOOL 1 2 3 4 5 6 7 8 9 10 11 12

	Evaluation Periods and Date			
	1st _/_/_	2nd _/_/_	3rd _/_/_	4th _/_/_
READINESS				
Likenesses and Differences (Visual)				
Likenesses and Differences (Auditory)				
Picture clues as to meaning				
Adequate attention span				
Visual memory				
Auditory memory				
Hand-eye coordination				
SIGHT VOCABULARY				
Basic sight words not known				
Sight vocabulary not up to grade level				
PHONETIC ANALYSIS USING				
Initial consonants				
Consonant blends				
Short vowels				
Long vowels				
Dipthongs				
Digraphs, consonant and vowel				
CONTEXT CLUES USING				
Pictures and drawings as to meaning				
Sentences as to paragraph meaning				
STRUCTURAL ANALYSIS USING				
Root words				
Contractions				
Prefixes				
Suffixes				
Plurals				
Compound words				
Syllabication				
ORAL READING				
Word by word phrasing				
Incorrect phrasing				
Ignoring punctuation				
Omissions				
Repetitions of two or more words				
Additions or insertions				
Subsitutions				
Expressionless reading				
Many words pronounced for student				
Comprehension less than 75%				
SILENT READING				
Low rate of speed				
High rate at expense of accuracy				
Adjustment of speed to purpose				
Comprehension less than 75%				

(Con't) INFORMAL READING PROGRESS INVENTORY

	Evaluation Period and Dates 1st _/_/_	2nd _/_/_	3rd _/_/_	4th _/_/_
COMPREHENSION				
Interpret main idea				
Recall of details				
Understand sequence				
Use of inference				
Enjoyment and appreciation				
Drawing conclusions				
Bias and propaganda				
Implied meaning(s)				
Figurative language				
Critical evaluation				
_____				
_____				
_____				
_____				
READING HABITS (Silent and/or Oral)				
Points to words				
Poor body-book posture				
Head movement				
Lack of interest				
Faulty voice volume (oral)				
Lip movement				
Marked insecurity (silent)				
Marked insecurity (oral)				
_____				
_____				
_____				
_____				
READING LEVELS (List by grade level)				
Independent Level (Word Recognition:99% and Comprehension: 90%. Pupil reads comfortably)				
Instructional Level (Word Recognition: 95% and Comprehension: 75%. Needs teacher help)				
Potential Level (Comprehension: 75% in response to questions of material read by the teacher)				
Frustration Level (Word Recognition: 90% or less, Comprehension: 50% or less)				

COMMENTS: